

**Texas Education Agency**  
**Standard Application System (SAS)**

| <b>2016–2017 Texas 21<sup>st</sup> Century Community Learning Centers, Cycle 9, Year 1</b> |  |  |
|--|--|--|
| <b>Program authority:</b>  | Elementary and Secondary Education Act Title IV, Part B as amended by the No Child Left Behind Act   | <b>FOR TEA USE ONLY</b><br>Write NOGA ID here:   |
| <b>Grant Period</b>  | August 1, 2016, to July 31, 2017   |  |
| <b>Application deadline:</b>   | 5:00 p.m. Central Time, March 29, 2016   | Place date stamp here.<br><br><div style="writing-mode: vertical-rl; transform: rotate(180deg);">           RECEIVED<br/>           TEXAS EDUCATION AGENCY<br/>           2016 MAR 29 AM 7:58<br/>           DOCUMENT CONTROL CENTER<br/>           GRANTS ADMINISTRATION         </div> |
| <b>Submittal information:</b>  | <b>Three</b> complete copies of the application, at least one with an original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address:<br><div style="text-align: center;">             Document Control Center, Division of Grants Administration<br/>             Texas Education Agency<br/>             1701 North Congress Ave<br/>             Austin, TX 78701-1494           </div> |  |
| <b>Contact information:</b>  | 21stCentury@tea.texas.gov  |  |

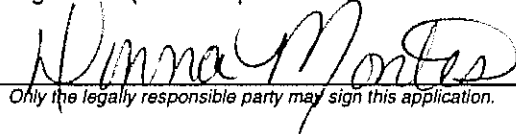
**Schedule #1—General Information**

| <b>Part 1: Applicant Information</b>           |                                 |           |                         |           |
|--|---------------------------------|-----------|-------------------------|-----------|
| Organization name                              | County-District #               |           | Amendment #             |           |
| Communities In Schools of The South Plains     | 15-906                          |           |                         |           |
| Vendor ID #                                    | ESC Region #                    |           |                         | DUNS #    |
| 75-2819581                                     | 16&17                           |           |                         | 829374268 |
| Mailing address                                |                                 | City      | State                   | ZIP Code  |
| 1655 Main Street, Suite 201                    |                                 | Lubbock   | TX                      | 79401     |
| <b>Primary Contact</b>                         |                                 |           |                         |           |
| First name                                     | M.I.                            | Last name | Title                   |           |
| Donna  | K                               | Montes    | Chief Executive Officer |           |
| Telephone #                                    | Email address                   |           | FAX #                   |           |
| 806-368-8090                                   | donna.montes@cissouthplains.org |           | 806-368-8093            |           |
| <b>Secondary Contact</b>                       |                                 |           |                         |           |
| First name                                     | M.I.                            | Last name | Title                   |           |
| Eloisa   |                                 | Vigil     | Chief Program Officer   |           |
| Telephone #                                    | Email address                   |           | FAX #                   |           |
| 806-368-8090                                   | eloisa.vigil@cissouthplains.org |           | 806-368-8093            |           |
| <b>Part 2: Certification and Incorporation</b> |                                 |           |                         |           |

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

**Authorized Official:**

|                                |                                 |           |                         |
|--------------------------------|---------------------------------|-----------|-------------------------|
| First name                     | M.I.                            | Last name | Title                   |
| Donna                          | K                               | Montes    | Chief Executive Officer |
| Telephone #                    | Email address                   |           | FAX #                   |
| 806-368-8090                   | donna.montes@cissouthplains.org |           | 806-368-8093            |
| Signature (blue ink preferred) | Date signed                     |           |                         |

  
*Only the legally responsible party may sign this application.*

March 28, 2016

**701-16-102-053**

**Schedule #1—General Information (cont.)**

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

**Part 3: Schedules Required for New or Amended Applications**

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

| Schedule # | Schedule Name   | Application Type                          |                                     |
|------------|---|---|-------------------------------------|
|            |   | New                                       | Amended                             |
| 1          | General Information   | <input checked="" type="checkbox"/>       | <input checked="" type="checkbox"/> |
| 2          | Required Attachments and Provisions and Assurances          | <input checked="" type="checkbox"/>       | N/A                                 |
| 3          | Certification of Shared Services                            | <input type="checkbox"/>                  | <input type="checkbox"/>            |
| 4          | Request for Amendment                                       | N/A                                       | <input checked="" type="checkbox"/> |
| 5          | Program Executive Summary                                   | <input checked="" type="checkbox"/>       | <input type="checkbox"/>            |
| 6          | Program Budget Summary                                      | <input checked="" type="checkbox"/>       | <input type="checkbox"/>            |
| 7          | Payroll Costs (6100)  | See Important Note For Competitive Grant* | <input type="checkbox"/>            |
| 8          | Professional and Contracted Services (6200)                 |   | <input type="checkbox"/>            |
| 9          | Supplies and Materials (6300)                               |   | <input type="checkbox"/>            |
| 10         | Other Operating Costs (6400)                                |   | <input type="checkbox"/>            |
| 11         | Capital Outlay (6600)                                       |   | <input type="checkbox"/>            |
| 12         | Demographics and Participants to Be Served with Grant Funds | <input checked="" type="checkbox"/>       | <input type="checkbox"/>            |
| 13         | Needs Assessment  | <input checked="" type="checkbox"/>       | <input type="checkbox"/>            |
| 14         | Management Plan   | <input checked="" type="checkbox"/>       | <input type="checkbox"/>            |
| 15         | Project Evaluation  | <input checked="" type="checkbox"/>       | <input type="checkbox"/>            |
| 16         | Responses to Statutory Requirements                         | <input checked="" type="checkbox"/>       | <input type="checkbox"/>            |
| 17         | Responses to TEA Requirements                               | <input checked="" type="checkbox"/>       | <input type="checkbox"/>            |
| 18         | Equitable Access and Participation                          | <input checked="" type="checkbox"/>       | <input type="checkbox"/>            |
| 19         | Private Nonprofit School Participation                      | <input checked="" type="checkbox"/>       | <input type="checkbox"/>            |
| 21         | Program Information Addendum                                | <input checked="" type="checkbox"/>       | N/A                                 |

**\*IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, **the application will be disqualified.**

**Part 4: Single Audit Compliance for IHEs and Nonprofit Organizations**

**INSTRUCTIONS:** This part of Schedule #1 is required only for colleges, universities, and nonprofit organizations (other than open-enrollment charter schools)

Enter the start and end dates of your fiscal year in Section 1.

In Section 2, check the appropriate box to indicate whether or not your organization is included in the annual statewide single audit. Public IHEs are generally included, and nonprofit organizations are generally not included.

| Section 1: Applicant Organization's Fiscal Year                         |   |
|---|---|
| Start date (MM/DD): 09/01   | End date (MM/DD): 08/31                 |
| Section 2: Applicant Organizations and the Texas Statewide Single Audit |   |
| Yes: <input type="checkbox"/>   | No: <input checked="" type="checkbox"/> |

**For TEA Use Only**

|   |                      |
|---|----------------------|
| Changes on this page have been confirmed with:  | On this date:        |
| Via telephone/fax/email (circle as appropriate) | By TEA staff person: |

**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

**Part 1: Required Attachments**

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

| #  | Applicant Type  | Name of Required Fiscal-Related Attachment   |
|----|---|--|
| 1. | Nonprofit organizations, excluding ISDs and open-enrollment charter schools | Proof of nonprofit status (see <u>General and Fiscal Guidelines</u> , Required Fiscal-Related Attachments, for details)  |
| #  | Name of Required Program-Related Attachment                                 | Description of Required Program-Related Attachment   |
| 1. | Written Agreements  | Written agreements or memoranda of understanding are required for partnerships involving school districts, community-based organizations, or other organizations that work on behalf of the contractor to manage the daily operations of the program. Written agreements are also required for partners that are significantly involved in the development and/or implementation of the program. They are not required for providers of single services, such as a physical activity provider or Field Operations Manager. For example, a district may act as the fiscal agent but manage a contract for a provider to operate the program or host programs at school or non-school locations. |

**Part 2: Acceptance and Compliance**

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

**Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.**

| X                                   | Acceptance and Compliance  |
|-------------------------------------|--|
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .  |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .  |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with all <u>General Provisions and Assurances requirements</u> .   |
| <input checked="" type="checkbox"/> | I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification requirements</u> .                                  |
| <input checked="" type="checkbox"/> | I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification requirements</u> . |
| <input checked="" type="checkbox"/> | I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances requirements</u> .  |

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**Schedule #2—Required Attachments and Provisions and Assurances**

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

**Part 3: Program-Specific Provisions and Assurances**
☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

| #  | Provision/Assurance  |
|----|--|
| 1. | The applicant provides assurance that funds awarded under this program will be used to increase the level of state, local, and other non-federal funds that would, in the absence of funds under this part, be made available for programs and activities authorized under this part, and in no case supplant federal, state, local, or non-federal funds.   |
| 2. | The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.  |
| 3. | The applicant provides assurance that the program will take place in a safe and accessible facility.   |
| 4. | The applicant provides assurance that the proposed program was developed, and will be carried out in active collaboration with the schools that students attend.   |
| 5. | The applicant provides assurance that the program will target students who attend schools eligible for schoolwide programs and the families of such students.  |
| 6. | The applicant provides assurance that the community has been given notice of an intent to submit an application and that the application and any waiver request will be available for public review after submission of the application.   |
| 7. | The applicant provides assurance that it has selected feeders and centers in a manner designed to serve students that are most in need of the additional services based on a comprehensive systematic assessment of the needs of students and families and the resources of campuses and the community. The applicant also provides assurance that it will annually conduct a needs assessment and an updated program implementation plan based on the results of the annual needs assessment. |
| 8. | The applicant provides assurance that it will comply with all reporting schedules and deadlines including data entry schedules, as required for state and federal reporting.   |

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## Schedule #3—Certification of Shared Services

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

I, as one of the below member entity authorized officials, certify that to the best of my knowledge, the information contained in this application is correct and complete, that the entity that I represent has authorized me to file this application, and that such authorization action is recorded in the minutes of the local agency's board meeting.

The participating or intermediate education agency named has been designated as the administrative and fiscal agent for this project and is authorized to receive and expend funds for the conduct of this project. The fiscal agent is accountable for all shared services arrangement (SSA) activities and is therefore responsible for ensuring that all funds including payments to members of SSAs are expended in accordance with applicable laws and regulations.

All participating agencies have entered into a written SSA agreement that describes the responsibilities of the fiscal agent and SSA members, including the refund liability that may result from on-site monitoring or audits and the final disposition of equipment, facilities, and materials purchased for this project from funds specified below.

It is understood that the fiscal agent is responsible for the refund for any exceptions taken as a result of on-site monitoring or audits; however, based upon the SSA agreement, which must be on file with the fiscal agent for review, the fiscal agent may have recourse to the member agencies where the discrepancy(ies) occurred.

Any additional funds that result from an increase will not require additional signatures. **Each member identified below acknowledges accountability for the requirements contained in the provisions and assurances listed in Schedule #2, Parts 2 and 3, as applicable.** Each member entity certifies its agreement to participate in this SSA, as stated throughout this grant application.

| #                       | County-District # and Name | Authorized Official Name and Signature | Telephone Number and Email Address | Funding Amount |
|-------------------------|----------------------------|--|------------------------------------|----------------|
| <b>Fiscal Agent</b>     |                            |  |                                    |                |
| 1.                      | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| <b>Member Districts</b> |                            |  |                                    |                |
| 2.                      | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 3.                      | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 4.                      | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 5.                      | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 6.                      | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 7.                      | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 8.                      | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |

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**Schedule #3—Certification of Shared Services (cont.)**

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

| #                       | County-District # and Name | Authorized Official Name and Signature | Telephone Number and Email Address | Funding Amount |
|-------------------------|----------------------------|--|------------------------------------|----------------|
| <b>Member Districts</b> |                            |  |                                    |                |
| 9.                      | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 10.                     | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 11.                     | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 12.                     | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 13.                     | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 14.                     | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 15.                     | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 16.                     | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 17.                     | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 18.                     | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 19.                     | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| 20.                     | County-District #          | Name                                   | Telephone number                   | Funding amount |
|                         | County-District Name       |  | Email address                      |                |
| <b>Grand total:</b>     |                            |  |                                    |                |

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Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #4—Request for Amendment**

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

**Part 1: Submitting an Amendment**

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

**Part 2: When an Amendment Is Required**

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Division of Grants Administration [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

**Part 3: Revised Budget**

|    |                                     |                          | A   | B                 | C               | D                  |
|----|-------------------------------------|--------------------------|---|-------------------|-----------------|--------------------|
| #  | Schedule #                          | Class/<br>Object<br>Code | Grand Total from<br>Previously<br>Approved Budget | Amount<br>Deleted | Amount<br>Added | New Grand<br>Total |
| 1. | Schedule #7: Payroll                | 6100                     | \$  | \$                | \$              | \$                 |
| 2. | Schedule #8: Contracted Services    | 6200                     | \$  | \$                | \$              | \$                 |
| 3. | Schedule #9: Supplies and Materials | 6300                     | \$  | \$                | \$              | \$                 |
| 4. | Schedule #10: Other Operating Costs | 6400                     | \$  | \$                | \$              | \$                 |
| 5. | Schedule #11: Capital Outlay        | 6600                     | \$  | \$                | \$              | \$                 |
| 6. | Total direct costs:                 |                          | \$  | \$                | \$              | \$                 |
| 7. | Indirect cost ( %):                 |                          | \$  | \$                | \$              | \$                 |
| 8. | Total costs:                        |                          | \$  | \$                | \$              | \$                 |

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By TEA staff person:

**Schedule #4—Request for Amendment (cont.)**

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

**Part 4: Amendment Justification**

| Line # | Schedule # Being Amended | Description of Change | Reason for Change |
|--------|--------------------------|-----------------------|-------------------|
| 1.     |                          |                       |                   |
| 2.     |                          |                       |                   |
| 3.     |                          |                       |                   |
| 4.     |                          |                       |                   |
| 5.     |                          |                       |                   |
| 6.     |                          |                       |                   |
| 7.     |                          |                       |                   |

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On this date:

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By TEA staff person:



**Schedule #5--Program Executive Summary**

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Be sure to address fundamental issues such as an overview of your community, the need for the program, and a general description of the program to be implemented. Be sure to align your description with the purpose and goals of this Request for Application. Address new and expanded services that will be made available by the program. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Communities In Schools of the South Plains (CIS), has been in existence since 1999. It is a Community Based Organization (CBO) 501(c) 3 non-profit administered by the Texas Education Agency (TEA). CIS is applying as a first time grantee for ISD's that have never had the opportunity to benefit from the 21<sup>st</sup> Century program. CIS is proposing to implement effective 21<sup>st</sup> Century Before/ After School and summer programs in high priority districts in rural communities, with low access to resources, and a significant amount of students from economically disadvantaged and minority households.

CIS chose these rural communities based on the needs assessment data that included demographics and what services are provided in their locations. Unfortunately, we found there were no afterschool activities being offered to help the students succeed in behavior, academics, and/or attendance. With further investigation CIS found that school officials, community partners, children and family were frustrated with the limited funds and resources available to meet the needs of the students. These circumstances create prime environments for juveniles, namely at-risk students, to engage in criminal activity. As a result, the Juvenile Justice Departments (JJD) in Hale, Castro, and Swisher counties have identified a need for proven prevention and intervention programs, such as those provided by CIS, to address non-academic factors that often lead youth to engagement in criminal activity.

The proposal will provide 10 high priority campuses with programs and services that address specific hardships of the population by placing qualified professionals on campuses to assess the individual needs of the students and families; leveraging current CIS relationships with JJDs within each county to advocate for students in those systems; introducing evidence-based resources that bolster academic performance; implementing a family engagement component that will encourage parent/guardian inclusion in the participating students' learning process; and offering a broad array of enrichment activities that promote innovative learning opportunities.

CIS has developed a TASK force committee involving School officials, community business, community partners, faith-based organizations and parents to collaborate with each other in assessing and addressing the needs of the identified students.

CIS has contracted with Hale Center ISD for Cycle 5, Lubbock-Cooper ISD for Cycles 7 and 8 in implementing 21<sup>st</sup> Century ACE programs on 10 sites per cycle. The agency's success in providing services across all Cycles is evident in the program outcomes reflected in the 2013-2014 academic year, where CIS served more than 5,700 students through before and after-school services and programs (21<sup>st</sup> CCLC/ACE Cycle 5 & Cycle 7). Of the 2,040 Case-Managed students monitored who received targeted interventions services, 96% improved in academics; 83% improved in attendance; 96% improved in behavior; 96% had social service needs met; 97% were promoted to the next grade level; 94% that were eligible to graduate, graduated; and 99% stayed in school. CIS will implement ACE, the before and after school program in addition to the traditional CIS model at 2 of 5 districts. These districts will have both programs to ensure that wrap-around services will be offered to prevent children from slipping through the cracks. It is our vision through the life of the grant to be able to offer the traditional model as a uniting tool with the before and after school program.

CIS's success merits investment of additional funds to extend services to 1,110 students that are identified as at-risk of dropping out of school on 10 campuses in Lockney, Tulia, Plainview, Dimmitt, and Floydada Independent School Districts (ISD). These perspective sites are Title I schools eligible for school-wide programs under Section 1114.

The 10 sites serve populations with 91% of the students identified as economically disadvantaged and where 83% of the students are minorities. In rural communities, one in four students fail to graduate from high school. The graduation rates are lower for minority students in rural areas (Alliance for Excellent Education, 2009). This alarming rate of students that fail to persist and graduate from high school further underscores the sizeable need for the ACE services provided by CIS.

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Changes on this page have been confirmed with:

On this date:

Via telephone/fax/email (circle as appropriate)

By TEA staff person:

**Schedule #5—Program Executive Summary (cont.)**

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

Provide an overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

To guarantee consistency, operational fidelity, and quality of management on these campuses in keeping with ACE program objectives and intent, and in implementing evidence-based learning opportunities that align with school-day core educational foci, the proposed project will be managed by the Chief Executive Officer, CIS Project Director, Field Operations Manager, and Site Coordinators. These individuals offer more than five years of experience successfully administering contracted services for Cycles 5, 7, and 8.

The CIS management staff will aid in developing a comprehensive needs assessment process by integrating the PRIME blueprint with the TEA Needs Assessment for program requirements. CIS will also utilize an Independent Evaluator, whose principal function will be to conduct focused interviews using the PRIMES as a rubric to measure site coordinator and other program staffs' comprehension and adherence to the ACE program objectives. The Independent Evaluator will also audit student data from Tx21st reporting systems, compile student, teacher and principal surveys to complete the evaluation report, and promote continuous progress. CIS will continue to maintain the highest level of fiscal responsibility in stewarding the funds awarded through the grant.

The proposed budget was developed based on previous experience with contracted service needs from Cycles 5, 7, and 8. Included in the budget are each school district's transportation rates and technology and supplies usage costs. Also listed are the salaries and benefits of all staff, which align competitively with school district salaries, as well as the community average cost for services.

All fiscal and budget components of the program including enhanced internal controls, grant reimbursements, payroll, and reporting will be administered by the CIS financial accountant, who has consistently scored "finding free" on the OMB A-133 and Texas Single Audits.

To promote program sustainability, CIS will continue to provide ACE before and after-school services at the proposed Centers by leveraging multiple funding sources including CIS funding, foundation grants, Lubbock Area United Way contributions, ISD funds and in-kind services, and State and local funds.

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By TEA staff person:

**Schedule #6—Program Budget Summary**

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

Program authority: Elementary and Secondary Education Act Title IV, Part B as amended by NCLB

Grant period: August 1, 2016, to July 31, 2017

Fund code/shared services arrangement code: 265/352

**Budget Summary**

| Schedule #   | Title   | Class/<br>Object<br>Code | Program Cost       | Admin Cost   | Total Budgeted<br>Cost |
|--|---|--------------------------|--------------------|--|------------------------|
| Schedule #7  | Payroll Costs (6100)  | 6100                     | \$608,500          | \$12,000   | \$620,500              |
| Schedule #8  | Professional and Contracted<br>Services (6200)                  | 6200                     | \$794,000          | \$25,000   | \$819,000              |
| Schedule #9  | Supplies and Materials (6300)                                   | 6300                     | \$290,000          | \$2,500  | \$292,500              |
| Schedule #10   | Other Operating Costs (6400)                                    | 6400                     | \$67,000           | \$0  | \$67,000               |
| Schedule #11   | Capital Outlay (6600)   | 6600                     | \$0                | \$0  | \$0                    |
|  | Consolidate Administrative Funds                                |                          |                    | <input type="checkbox"/> Yes <input type="checkbox"/> No |                        |
| Total direct costs:  |   |                          | \$1,759,500        | \$39,500   | \$1,799,000            |
| Percentage% indirect costs (see note):   |   |                          | N/A                | \$0  | \$0                    |
| Grand total of budgeted costs (add all entries in each column):  |   |                          | <b>\$1,759,500</b> | <b>\$39,500</b>  | <b>\$1,799,000</b>     |
| <b>Shared Services Arrangement</b>   |   |                          |                    |  |                        |
| 6493   | Payments to member districts of shared services<br>arrangements |                          | \$0                | \$0  | \$0                    |
| <b>Administrative Cost Calculation</b>   |   |                          |                    |  |                        |
| Enter the total grant amount requested:  |   |                          |                    |  | \$1,799,000            |
| Percentage limit on administrative costs established for the program (5%):   |   |                          |                    |  | × .05                  |
| Multiply and round down to the nearest whole dollar. Enter the result.<br>This is the maximum amount allowable for administrative costs, including indirect costs: |   |                          |                    |  | \$89,950               |

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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| Schedule #7—Payroll Costs (6100)  |  |                                   |  |   |
|---|--|-----------------------------------|--|---|
| County-district number or vendor ID: 75-2819581   |  |                                   | Amendment # (for amendments only):               |   |
| Employee Position Title   |  |                                   | Estimated # of Positions<br>100% Grant<br>Funded | Estimated # of Positions<br><100% Grant<br>Funded |
|   |  |                                   | Grant Amount<br>Budgeted                         |   |
| <b>Academic/Instructional</b>   |  |                                   |  |   |
| 1   | Teacher  |                                   |  | \$  |
| 2   | Educational aide   |                                   |  | \$  |
| 3   | Tutor  |                                   |  | \$  |
| <b>Program Management and Administration</b>  |  |                                   |  |   |
| 4   | Project director (required)  |                                   | 1  | \$45,000  |
| 5   | Site coordinator (required)  |                                   | 10   | \$356,000   |
| 6   | Family engagement specialist (required)  |                                   | 1  | \$30,000  |
| 7   | Program Assistant  |                                   | 1  | \$30,000  |
| 8   |  |                                   |  |   |
| 9   |  |                                   |  |   |
| 10  |  |                                   |  |   |
| <b>Auxiliary</b>  |  |                                   |  |   |
| 11  | Counselor  |                                   |  | \$  |
| 12  | Social worker  |                                   |  | \$  |
| <b>Education Service Center (to be completed by ESC only when ESC is the applicant)</b> |  |                                   |  |   |
| 13  | ESC specialist/consultant  |                                   |  | \$  |
| 14  | ESC coordinator/manager/supervisor   |                                   |  | \$  |
| 15  | ESC support staff  |                                   |  | \$  |
| 16  | ESC other  |                                   |  | \$  |
| 17  | ESC other  |                                   |  | \$  |
| 18  | ESC other  |                                   |  | \$  |
| <b>Other Employee Positions</b>   |  |                                   |  |   |
| 19  | CEO (Admin)  |                                   | 1  | \$9,750   |
| 20  | Fields Operations Manager  |                                   | 1  | \$13,200  |
| 21  |  |                                   |  | \$  |
| 22  | Subtotal employee costs:   |                                   |  | \$483,950   |
| <b>Substitute, Extra-Duty Pay, Benefits Costs</b>                                       |  |                                   |  |   |
| 23  | 6112   | Substitute pay                    |  | \$  |
| 24  | 6119   | Professional staff extra-duty pay |  | \$  |
| 25  | 6121   | Support staff extra-duty pay      |  | \$  |
| 26  | 6140   | Employee benefits                 |  | \$136,550   |
| 27  | 61XX   | Tuition remission (IHEs only)     |  | \$  |
| 28  | Subtotal substitute, extra-duty, benefits costs  |                                   |  | \$136,550   |
| 29  | <b>Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):</b> |                                   |  | <b>\$620,500</b>                                  |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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| Schedule #8—Professional and Contracted Services (6200)  |   |                                    |
|--|---|------------------------------------|
| County-district number or vendor ID: 75-2819581  |   | Amendment # (for amendments only): |
| <b>NOTE:</b> Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider. |   |                                    |
| <b>Professional and Contracted Services Requiring Specific Approval</b>  |   |                                    |
| <b>Expense Item Description</b>  |   | <b>Grant Amount Budgeted</b>       |
| 6269   | Rental or lease of buildings, space in buildings, or land   | \$0                                |
|  | Specify purpose:  |                                    |
| <b>a. Subtotal of professional and contracted services (6200) costs requiring specific approval:</b>   |   | <b>\$0</b>                         |
| <b>Professional and Contracted Services</b>  |   |                                    |
| <b>#</b>   | <b>Description of Service and Purpose</b>   | <b>Grant Amount Budgeted</b>       |
| 1  | Contracted services with independent school districts to pay teachers/teacher aides to provide activity facilitation. | \$500,000                          |
| 2  | Transportation – Busing (\$2,400 per center x 10 centers)   | \$24,000                           |
| 3  | Contracted Services - Enrichment  | \$250,000                          |
| 4  | External Evaluator (Admin)  | \$25,000                           |
| 5  | Technology Maintenance  | \$10,000                           |
| 6  | Contracted Family Engagement Activities   | \$10,000                           |
| 7  |   | \$                                 |
| 8  |   | \$                                 |
| 9  |   | \$                                 |
| 10   |   | \$                                 |
| 11   |   | \$                                 |
| 12   |   | \$                                 |
| 13   |   | \$                                 |
| 14   |   | \$                                 |
| <b>b. Subtotal of professional and contracted services:</b>  |   | <b>\$819,000</b>                   |
| <b>c. Remaining 6200—Professional and contracted services that do not require specific approval:</b>   |   | <b>\$0</b>                         |
| <b>(Sum of lines a, b, and c) Grand total</b>  |   | <b>\$819,000</b>                   |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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| Schedule #9—Supplies and Materials (6300)       |   |   |
|---|---|---|
| County-District Number or Vendor ID: 75-2819581 |   | Amendment number (for amendments only): |
| Expense Item Description                        |   | Grant Amount Budgeted                   |
| 6300  | Total supplies and materials that do not require specific approval: | \$292,500                               |
| Grand total:                                    |   | \$292,500                               |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration [Administering a Grant](#) page.

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| Schedule #10—Other Operating Costs (6400)                   |   |   |
|---|---|---|
| County-District Number or Vendor ID: 75-2819581             |   | Amendment number (for amendments only): |
| Expense Item Description                                    |   | Grant Amount Budgeted                   |
| 6411  | Out-of-state travel for employees. Must be allowable per Program Guidelines and must attach Out-of-State Travel Justification Form. | \$0                                     |
| 6412  | Travel for students to conferences (does not include field trips). Requires authorization in writing.                               | \$0                                     |
|   | Specify purpose:  |   |
| 6412/<br>6494   | Educational Field Trip(s). Must be allowable per Program Guidelines.  | \$0                                     |
| 6413  | Stipends for non-employees other than those included in 6419  | \$0                                     |
| 6419  | Non-employee costs for conferences. Requires authorization in writing.  | \$0                                     |
| Subtotal other operating costs requiring specific approval: |   | \$0                                     |
|   | Remaining 6400—Other operating costs that do not require specific approval:   | \$67,000                                |
| <b>Grand total:</b>   |   | <b>\$67,000</b>                         |

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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| Schedule #11—Capital Outlay (6600)  |                         |          |   |                       |
|---|-------------------------|----------|---|-----------------------|
| County-District Number or Vendor ID: 75-2819581   |                         |          | Amendment number (for amendments only): |                       |
| #   | Description and Purpose | Quantity | Unit Cost                               | Grant Amount Budgeted |
| <b>6669—Library Books and Media (capitalized and controlled by library)</b>   |                         |          |   |                       |
| 1   |                         | N/A      | N/A                                     | \$                    |
| <b>66XX—Computing Devices, capitalized</b>  |                         |          |   |                       |
| 2   |                         |          | \$                                      | \$                    |
| 3   |                         |          | \$                                      | \$                    |
| 4   |                         |          | \$                                      | \$                    |
| 5   |                         |          | \$                                      | \$                    |
| 6   |                         |          | \$                                      | \$                    |
| 7   |                         |          | \$                                      | \$                    |
| 8   |                         |          | \$                                      | \$                    |
| 9   |                         |          | \$                                      | \$                    |
| 10  |                         |          | \$                                      | \$                    |
| 11  |                         |          | \$                                      | \$                    |
| <b>66XX—Software, capitalized</b>   |                         |          |   |                       |
| 12  |                         |          | \$                                      | \$                    |
| 13  |                         |          | \$                                      | \$                    |
| 14  |                         |          | \$                                      | \$                    |
| 15  |                         |          | \$                                      | \$                    |
| 16  |                         |          | \$                                      | \$                    |
| 17  |                         |          | \$                                      | \$                    |
| 18  |                         |          | \$                                      | \$                    |
| <b>66XX—Equipment, furniture, or vehicles</b>   |                         |          |   |                       |
| 19  |                         |          | \$                                      | \$                    |
| 20  |                         |          | \$                                      | \$                    |
| 21  |                         |          | \$                                      | \$                    |
| 22  |                         |          | \$                                      | \$                    |
| 23  |                         |          | \$                                      | \$                    |
| 24  |                         |          | \$                                      | \$                    |
| 25  |                         |          | \$                                      | \$                    |
| 26  |                         |          | \$                                      | \$                    |
| 27  |                         |          | \$                                      | \$                    |
| 28  |                         |          | \$                                      | \$                    |
| <b>66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)</b> |                         |          |   |                       |
| 29  |                         |          |   | \$                    |
| <b>Grand total:</b>   |                         |          |   | <b>\$0</b>            |

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Division of Grants Administration Administering a Grant page.

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**Schedule #12—Demographics and Participants to Be Served with Grant Funds**

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

**Part 1: Student Demographics.** Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

**Total enrollment:**

94

| Category                         | Number | Percentage | Category   | Percentage |
|----------------------------------|--------|------------|--|------------|
| African American                 | 167    | 4.5%       | Attendance rate  | 96.2%      |
| Hispanic                         | 2910   | 78.3%      | Annual dropout rate (Gr 9-12)  | DNA%       |
| White                            | 600    | 16.1%      | Students taking the ACT and/or SAT                                   | DNA%       |
| Asian                            | 10     | 0.3%       | Average SAT score (number value, not a percentage)                   | DNA        |
| Economically disadvantaged       | 3153   | 84.8%      | Average ACT score (number value, not a percentage)                   | DNA        |
| Limited English proficient (LEP) | 460    | 12.4%      | Students classified as "at risk" per Texas Education Code §29.081(d) | 51.4%      |
| Disciplinary placements          | 69     | 1.9%       |  |            |

**Comments**

Click and type here to enter response.

**Part 2: Teacher Demographics.** Enter the data requested. If data is not available, enter DNA.

| Category           | Number | Percentage | Category                        | Number | Percentage |
|--------------------|--------|------------|---------------------------------|--------|------------|
| African American   | 2.9    | 0.85%      | No degree                       | 2.9    | 0.85%      |
| Hispanic           | 57.4   | 18.8%      | Bachelor's degree               | 57.4   | 18.8%      |
| White              | 214.5  | 73.1%      | Master's degree                 | 214.5  | 73.1%      |
| Asian              | 0.5    | 0.1%       | Doctorate                       | 0.5    | 0.1%       |
| 1-5 years exp.     | 67.3   | 24.4%      | Avg. salary, 1-5 years exp.     | 67.3   | 24.4%      |
| 6-10 years exp.    | 55.4   | 17.8%      | Avg. salary, 6-10 years exp.    | 55.4   | 17.8%      |
| 11-20 years exp.   | 70.7   | 24.0%      | Avg. salary, 11-20 years exp.   | 70.7   | 24.0%      |
| Over 20 years exp. | 54.9   | 21.3%      | Avg. salary, over 20 years exp. | 54.9   | 21.3%      |

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By TEA staff person:

**Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)**

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

**Part 3: Students to Be Served with Grant Funds.** Enter the number of students in each grade, by type of school, projected to be served under the grant program.

| School Type                       | PK<br>(3-4) | K   | 1   | 2   | 3   | 4   | 5   | 6   | 7   | 8   | 9 | 10 | 11 | 12 | Total |
|-----------------------------------|-------------|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|----|----|----|-------|
| Public                            | 0           | 104 | 125 | 125 | 125 | 125 | 136 | 137 | 137 | 106 | 0 | 0  | 0  | 0  | 1,110 |
| Open-enrollment<br>charter school |             |     |     |     |     |     |     |     |     |     |   |    |    |    |       |
| Public institution                |             |     |     |     |     |     |     |     |     |     |   |    |    |    |       |
| Private nonprofit                 |             |     |     |     |     |     |     |     |     |     |   |    |    |    |       |
| Private for-profit                |             |     |     |     |     |     |     |     |     |     |   |    |    |    |       |
| <b>TOTAL:</b>                     |             | 104 | 125 | 125 | 125 | 125 | 136 | 137 | 137 | 106 |   |    |    |    | 1,110 |

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By TEA staff person:

**Schedule #13—Needs Assessment**

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

**Part 1: Process Description.** A needs assessment is a systematic process for identifying and prioritizing needs and resources. Needs are defined as the area, or gap, between current performance and the desired result. Describe the process for objectively assessing the needs and resources for this program, including a description of the process for prioritizing multiple needs and aligning proposed activities to meet the needs, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The 10 target sites, which serve populations with 91% of the students identified as economically disadvantaged and where 83% of the students are minorities, struggle to keep pace with the academic rigor required of them. Rural communities are held to the same quality education as schools in urban settings though rural schools must overcome "significant challenges such as barriers to transportation, strained resources, and lack of access to needed services such as physical, mental health, and dental care (American Progress, 2010);" in addition to educating students. CIS understands the challenges rural schools face and has a proven track record of mitigating the academic and non-academic issues that hinder academic achievement and students' ability to persist and graduate from high school. The primary evidence-based strategies CIS will incorporate through ACE to meet the comprehensive needs of students at the 10 target sites include: engaging students by providing innovative programming and developing family based services (supportive guidance and counseling, tutoring, academic enrichment, college preparation, pre-employment training, health, basic needs, fitness and mental health, mentoring and adult advocates, parental involvement), and assistance with basic needs.

Initial efforts that will encourage and support academic achievement and attendance include: accessing the PEIMS system to review academic performance; meeting with campus administrators, faculty, and staff to explore all CIS programs and services to decide the best point of entry for CIS; launching homework help and general tutoring; developing 6-week summer academic and enrichment-based programs; hiring certified teachers to develop academic plans; and administering a comprehensive needs assessment to identify non-academic factors that negatively impact student academic performance. In rural communities, one in four students fail to graduate from high school often due to non-academic circumstances. Over an extended break, ACE will coordinate with the Family Engagement Specialist to ensure students and families have meals. This service will segue into whole-family service opportunities to address the underlying cause(s) of the family's struggles and empower the family to move beyond them. In CIS's work with Hale Center ISD-Cycle 5, Lubbock-Cooper ISD- Cycles 7 and 8 in implementing 21<sup>st</sup> Century ACE programs, the agency had occasions to provide students with access to eyeglasses, medical and dental care, clothing, and transportation to and from critical appointments. Vital to academic success is attendance, and ACE's attendance improvement plan will include: Site Coordinators monitoring student absences and tardiness to identify students with attendance irregularities; academic and enrichment programs tailored to the needs and interests of the students based on completed need and interest assessments; education and skills-developing activities that bring families into the students' learning process and make education a family priority; and emphasis placed on building relationships with students, families, and school faculty and staff to bridge any gaps in communication, e.g., absences and tardiness due to parent work schedules.

ACE will incorporate the services of *Contact Lubbock*, a CIS partner, to assist in teaching these concepts, as well as implement the *XY-Zone Male Youth Initiative*, which is a "passport to manhood" effort that is highly effective in teaching boys to become men. Intramural sports will be introduced enabling students who are ineligible to compete in UIL Interscholastic sports the opportunity for organized play.

CIS will continue to rely on its proven practices in increasing student promotion, graduation, and retention rates that have resulted in 97% of Case-Managed students promoting to the next grade level, 94% graduation rate, and 99% persistence rate (Cycles 5 & 7, 2013-2014). The strategies include: providing students with the resources such as tutoring, STAAR Test prep, homework help; partnering with students to develop goals and a process for reaching them; providing students with access to colleges and vocational programs through existing partnerships with higher education; and meeting the basic needs of students allowing them to fully commit themselves to the learning process. Success implementing the ACE program hinges on adherence to the CIS mission, "...surround students with a network of support empowering them to stay in school and achieve in life."

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**Schedule #13—Needs Assessment (cont.)**

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

**Part 2: Alignment with Grant Goals and Objectives.** List the five highest-priority "Identified Needs", in order of importance with 1 being the highest level of importance, that the needs assessment process produced. Describe how this proposal would effectively address the need and attain the desired result, including the needs of working families. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| #  | Identified Need              | How Implemented Grant Program Would Address   |
|----|------------------------------|---|
| 1. | Improve Academic Performance | To improve academic performance, ACE will provide homework assistance and comprehensive academic tutoring, STAAR prep, 6-week summer academic and enrichment programming, and hire certified teachers to develop academic tools. A comprehensive needs assessment will be given to identify non-academic factors that impact student academic performance. PEIMS system will be used to provide 3-week grade reports.   |
| 2. | Improve Attendance           | To improve school attendance, Site Coordinators will maintain daily correspondence with school administration to monitor student absences and tardies to identify students with attendance irregularities. Targeted academic and enrichment programs based on student needs and interests will encourage student participation. Education and skill-developing activities will bring families into students' learning process making education a family priority.   |
| 3. | Improve Behavior             | To improve behavior issues, ACE will include skills-based prevention, intervention, and mentorship to promote student involvement in school and ACE-sponsored programs/activities. <i>Contact Lubbock</i> , a CIS partner, will assist with programming to address bullying, suicide, and self-esteem. The <i>XY-Zone</i> Initiative will be included as a mentor-based tool to grow boys into responsible and respectable men. JJD partnerships will be leveraged to advocate for students in those systems.   |
| 4. | Improve Promotion Rates      | To improve promotion rates, ACE will access PEIMS for 3-week grade and attendance reports to ensure adequate yearly progress is evident; if not, targeted intervention plans will be developed and implemented. Performance on STAAR will be tracked.   |
| 5. | Improve Graduation Rates     | To improve graduation rates, ACE will continue to adhere to the tenants of its Mission, "...surround students with a network of support empowering them to stay in school and achieve in life." CIS partners with AT&T, local colleges and universities to provide students with exposure and/or access to post-secondary opportunities. ACE inclusion of families in students' learning process will make education a family priority, and provide students with the support needed to persist and graduate from high school. ACE will implement College and Career Readiness systems and utilize professionals to help students formulate a vision for themselves that leads to graduating from Jr. High to High School and beyond. |

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**Schedule #14—Management Plan**

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

**Part 1: Staff Qualifications.** List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| #  | Title                        | Desired Qualifications, Experience, Certifications   |
|----|------------------------------|--|
| 1. | Project Director             | The Project Director will possess a 4 year accredited College degree; have two to four years' experience with ACE programs with the significant role as the current Program Director for previous 21 <sup>st</sup> Cycles, with extensive experience in budgeting and organizational skills.   |
| 2. | Site Coordinator(s)          | Each of the Site Coordinators for the proposed 10 sites will have a Bachelor's Degree or equivalent experience. Desired qualifications include proven experience managing afterschool programs, data collection, compliance reporting and staff supervision; bilingual is preferred.   |
| 3. | Family Engagement Specialist | Bachelor's Degree in education or related field, familiar with the community and support agencies. Experience working in an educational, social service, or family support service setting. Experience in child development and effective parenting techniques.  |
| 4. | Evaluator                    | Qualified candidate will possess a 4-year accredited college degree; prior experience including evaluating afterschool/summer programs and is knowledgeable of techniques that result in program data usable for program implementation guidance, continuous improvement, and determining program effectiveness in meeting program objectives. |
| 5. | Field Operations Manager     | Contractor will possess a 4-year degree and valid teaching certificate; direct experience planning, designing, and implementing TEKS-aligned curriculum and creating lesson plans; strong oral and written skills; knowledge of curriculum design.   |

**Part 2: Milestones and Timeline.** Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| #  | Objective             | Milestone  | Begin Activity | End Activity |
|----|-----------------------|--|----------------|--------------|
| 1. | Academic Performance  | 1. Obtain Campus Level Data                      | 08/29/2016     | 09/02/2016   |
|    |                       | 2. Analyze Campus Level Data                     | 09/05/2016     | 09/09/2016   |
|    |                       | 3. Weekly meet with school day staff             | 09/12/2016     | 05/12/2017   |
|    |                       | 4. Designing intentional programming             | 09/12/2016     | 05/12/2017   |
|    |                       | 5. Implement homework assistance/focus tutoring  | 09/06/2016     | 05/12/2017   |
| 2. | School Day Attendance | 1. Monitor students' absences and tardiness      | 08/29/2016     | 03/31/2017   |
|    |                       | 2. Ongoing communication with Attendance Clerk   | 08/29/2016     | 05/12/2017   |
|    |                       | 3. Student Recruitment                           | 08/29/2016     | 05/12/2017   |
|    |                       | 4. Program Enrollment                            | 08/29/2016     | 05/12/2017   |
|    |                       | 5. Family Outreach                               | 08/29/2016     | 06/02/2017   |
| 3. | Positive Behavior     | 1. Collecting Student Referrals                  | 08/29/2016     | 05/12/2017   |
|    |                       | 2. Meet with Teachers/Counselors/Interventionist | 09/12/2016     | 05/12/2017   |
|    |                       | 3. Parental involvement/ support                 | 09/12/2016     | 05/12/2017   |
|    |                       | 4. Implement support services                    | 09/12/2016     | 05/12/2017   |
|    |                       | 5. Evaluate Progress                             | 09/12/2016     | 05/12/2017   |
| 4. | Grade Promotion Rates | 1. Obtaining retention data                      | 11/02/2016     | 03/31/2017   |
|    |                       | 2. Meet with School Administrators               | 09/06/2016     | 04/29/2017   |
|    |                       | 3. Offer focus tutoring                          | 09/06/2016     | 04/29/2017   |
|    |                       | 4. Monitor and conduct pre/post test             | 09/06/2016     | 04/29/2017   |
|    |                       | 5. Evaluate Progress                             | 11/02/2016     | 04/29/2017   |
| 5. | Graduation Rates      | 1. Obtain retention data                         | 11/02/2016     | 03/31/2017   |
|    |                       | 2. Meet with School Administrators               | 09/06/2016     | 05/12/2017   |
|    |                       | 3. Offer focus tutoring                          | 09/06/2016     | 04/29/2017   |
|    |                       | 4. Monitor and conduct pre/post test             | 09/06/2016     | 04/29/2017   |
|    |                       | 5. Evaluate Progress                             | 09/06/2016     | 04/29/2017   |

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**Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.**

**Schedule #14—Management Plan (cont.)**

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

**Part 3: Feedback and Continuous Improvement.** Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ACE's current process for monitoring the attainment of goals and objectives are based on weekly administrative meetings with CIS staff, the CEO, and Program Directors for all grants. Program Directors regularly monitor data reports from TX 21<sup>st</sup> for the programs they supervise. Program student enrollment is reviewed for each site to ensure that enrollment numbers have been met or there is an effective plan in place to ensure that they meet the required numbers. ACE host the Community Task Force meetings comprised of community leaders, businesses, nonprofit agencies, School Districts, and faith-based sectors. The purpose of these meetings are to allow an opportunity to adjust the initial goals and objectives to meet the students' needs when necessary. The key to addressing the needs is to communicate with the administrative staff, teachers, students, parents and members of the community to ensure quality program is not compromised in any way. The meetings are to ensure grant compliance is in place and to increase stake holder support for sustainability. The Task Force meetings review program productivity and share new ideas or changes that would benefit the overall program. The Site Coordinators are instructed by the Program Director to make any necessary changes to ensure the best quality of programs are offered.

ACE ensures verbal and written compliance procedures and processes are in place that meets the TEA guidelines. Each Site Coordinator hired by CIS is required to undergo intense training and is given an annual updated Policy and Procedure handbook upon their hire date. Each Site Coordinator signs a form stating they have read and agree with the Policy and Procedure handbook that meets the TEA requirements.

To guarantee consistency, operational fidelity, and quality of management on these campuses in keeping with ACE program objectives and intent, and in implementing evidence-based learning opportunities that align with school-day core educational foci, the proposed project will be managed by the CEO who will oversee the Project Directors supervision of the Site Coordinators. These individuals offer more than five years of experience successfully administering contracted services for Cycles 5, 7, and 8.

**Part 4: Sustainability and Commitment.** Describe any existing or planned efforts that are similar or related to this proposal. How will the applicant coordinate with these efforts toward maximizing the effectiveness of grant funds and build sustainability over time? How will you build long-term support and commitment from partners in these efforts and other partners over time? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

To promote program sustainability, CIS will continue to operate before and after school services at the proposed Centers by leveraging multiple funding sources including CIS funding, foundation grants, Lubbock Area United Way contributions, ISD funds and in-kind services, and State and local funds.

CIS has had the opportunity to utilize the effectiveness of the 21<sup>st</sup> Century before/after school program to sustain necessary resources to schools that received before and after school funding by the impact and quality of work that was invested through the life of the grant. CIS developed strategies for continuing the program after funding ended by becoming an asset on campuses served. The goal of the program is to be so effective that after the duration of the grant, the school and family cannot see how they functioned without it. When we contracted for Cycle 5, through the partnership of the District and ACE, CIS became part of the District Improvement Plan and was added to receive partial funding to secure the CIS traditional model on the campuses. The goal was to continue to serve students and families through the relationships developed and commitments from faculty and staff as well as the community. We have developed a plan with the Superintendents per district to add 03 % of funding for the second and third year and increase to 05% of funding for the remaining two years through the duration of the grant. Through leveraging funds from the School Districts and our multiple funding sources, CIS and ACE are committed to provide services to children and families that are not fortunate enough to receive what they deserve to succeed. Every child deserves the right to succeed and it is the goal and vision that CIS and ACE will work hard to make such a strong impact in a student's life that there will be a strong sustainability plan in place to continue to serve as we are all committed to do.

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**Schedule #15—Project Evaluation**

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

**Part 1: Evaluation Design.** List the research methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

| #  | Evaluation Method/Process                   | Associated Indicator of Accomplishment |                            |
|----|---|--|----------------------------|
| 1. | Collecting Program-level data               | 1.                                     | Pre/Post Tests             |
|    |   | 2.                                     | Grades                     |
|    |   | 3.                                     | Attendance                 |
| 2. | Collecting Student Academics                | 1.                                     | Pre/Post Tests             |
|    |   | 2.                                     | STARR                      |
|    |   | 3.                                     | Report Card                |
| 3. | Collecting the number of program activities | 1.                                     | Campus Needs Assessment    |
|    |   | 2.                                     | Project delivery           |
|    |   | 3.                                     | Performance evaluation     |
| 4. | Overall Student Performance Evaluation      | 1.                                     | Attendance                 |
|    |   | 2.                                     | Behavior                   |
|    |   | 3.                                     | Academics                  |
| 5. | Initial Base Line Performance               | 1.                                     | Pre/Post Tests             |
|    |   | 2.                                     | Mid-Year Evaluation        |
|    |   | 3.                                     | End of the Year Evaluation |

**Part 2: Data Collection and Problem Correction.** Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How will findings be used to refine, improve, and strengthen the program? How will findings be made available to the public? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point

The Independent Evaluator will use a customized plan aligned with the format outlined in the PRIME Blueprint, that meets all ACE requirements. The Evaluator will gather information to report on the required performance measures, assess program performance for the annual evaluation, and provide a robust formative evaluation to identify and correct project difficulties. Coordinators will collect and enter student enrollment and program attendance data in to the TX21st database. Coordinators will also collect data on staff data on staff training, innovative attendance logs, meeting minutes, and short surveys.

In addition, the Project Director will collect qualitative information at each site during formal site visits using two tools: 1) the CASE Compliance Observation Form to assess site-level compliance with ACE funding requirements and verify site activities; and 2) The independent evaluator will collect supplemental data through open-ended stakeholder survey questions, focus groups, and interviews.

To identify and correct problems associated with the project delivery, the information will be compiled and analyzed for themes and evaluators will highlight program success while identifying key areas for improvement. This information will be made available to the CIS Chief Executive Officer, CIS- Project Director, Site Coordinators and to the public through the Task Force Committee to guide necessary changes to program activities and to ensure progress towards project goals and objectives. Strategies for improvement will include individual coaching, professional development, site or program improvement plans, and timelines for action steps.

**Schedule #16—Responses to Statutory Requirements****For TEA Use Only**

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|  |                                    |
|--|------------------------------------|
| County-district number or vendor ID: 75-2819581  | Amendment # (for amendments only): |
| <p><b>Statutory Requirement 1:</b> Describe the activities to be funded. Specifically explain the supplemental nature of the activities. Include a description of how students participating in the program will travel safely to and from the center and home. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>Student activities will consist of small group tutorials, homework assistance and academic enrichment opportunities in core subjects of reading, math, science and social studies provided by certified teachers and center staff. All ACE activities will be intentionally created to connect student academic need to evidence-based interventions. Enrichment activities will include technology, robotics, health and wellness, physical education, theater, dance, musical instruction, art, photography, videography, culinary arts, community service projects, and other activities as determined by student interest assessments.</p> <p>College and career fairs, as well as conducting research into careers and college opportunities will introduce college and workforce readiness and better prepare students for post-secondary education and the workplace. Family engagement activities such as ESL, Adult Basic Education, parenting, citizenship, health and wellness, financial and computer literacy will also be offered during fall, spring and summer terms. Parents will learn the importance of involvement in students' educational experience and will improve in their own personal education.</p> <p>Students will be directly dismissed from their school day to the ACE program located on their home campus. Site Coordinators will work with school personnel to establish a protocol to ensure a safe transition at dismissal. Students are required to sign-in and sign-out with appropriate staff members so that accurate attendance and accountability can be maintained by ACE staff. Site Coordinators will be required to compile a master list of all ACE participating students, the student's form of transportation home, guardian information, designated emergency contact, grade-level, homeroom teacher, and finally the days of the week and location of classes the student will be attending. This master list will be distributed to the campus office staff, administrators, campus staff, transportation department, and ACE staff every Thursday for the upcoming week. ACE will obtain the necessary parental consent that includes the selection of transportation for their children (car rides, bike riders, walkers, bus transportation).</p> <p>Bus transportation will be available as deemed necessary by campus needs assessments during the regular school year and 6-week summer sessions. This will ensure the safety of each student and help maintain an organized, secure, and productive ACE programs. ACE has never had a travel safety-related incident throughout the duration of Cycle's 5,7 and currently Cycle 8.</p> |                                    |
| <p><b>Statutory Requirement 2:</b> Describe how the eligible entity will disseminate information about the community learning center, including its location, to the community in a manner that is understandable and accessible. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.</p> <p>ACE will use various forms of media to disseminate information about our community learning centers. The local communities will be notified in English, Spanish and other languages as needed, through press releases, CIS and partnering ISD's websites, school open houses, regular parent meetings, campus newsletters, ACE brochures and other venues. ACE programs have their own dedicated section of the CIS website that includes program descriptions, locations, news stories, events, volunteer opportunities and a pictorial slideshow of ACE activities. Additionally, promotional materials, including posters and flyers provided by Westat, will be displayed on school campuses and within the community.</p> <p>Most of our communications will contain Center address locations, Site Coordinators' information including names, email addresses and phone numbers; Center hours and days of operation.</p> <p>The Site Coordinators will distribute monthly newsletters to principals, school staff, students, and parents. Monthly highlights that include program information, enrollment, volunteers and collaborations will be sent to our community stakeholders. Program special event notifications will be distributed in English and Spanish.</p> <p>The Task Force will receive regular email updates and will meet quarterly to review program achievements, internal monitoring results and external evaluation reports. Task Force members will be charged with oversight responsibility of the proposed program, making recommendations for continuous improvement, provide technical advice and guidance, and support the program in community forums in order to develop new collaborating partnerships.</p>  |                                    |

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

**Statutory Requirement 3:** Describe how the proposed activities are expected to improve campus and student academic achievement, as well as overall student success. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The foundation for success for students and their families will be established by providing intentional academic and enrichment activities that are aligned to the school day curriculum. By utilizing the Texas ACE Four Component Activity Guide, interventions proven in current ACE programs, and the updated ACE Lesson Plan template that includes SMART goals based on grade-level TEKS, this project will improve academic achievement by offering innovative, evidence-based educational activities that complement school day instruction. Of the 2,040 Case-Managed students monitored who received targeted interventions services, 96% improved in academics; 83% improved in attendance; 96% improved in behavior; 96% had social service needs met; 97% were promoted to the next grade level; 94% that were eligible to graduate, graduated; and 99% stayed in school. CIS and ACE have determined that high-quality activities should include small group instruction, targeted tutoring, project-based learning, homework assistance and academically aligned enrichment activities. Activities will utilize research/evidence based software and innovative, proven instructional materials to increase reading skills, improve math application and promote interest in science and social studies concepts. In order to monitor individual student progress, each student will be pre-tested upon entry into the program, participate in on-going individual assessments, and will be post-tested at the end of each term. On-going individual assessments will measure progress, identify targeted areas in need of improvement, and guide future activity planning. Small group tutorial will be provided by certified teachers will provide academic support and enable students to have a personal relationship with a caring adult. Academic enrichment activities will provide positive social, cultural, and recreational opportunities that will enrich and expand students' understanding of community involvement and connect learning to real life experiences. Students will engage in STEM activities such as robotics, computer skills, science experiments. Family services and activities will increase parental participation in the educational and social progress of students which will build a stronger family connection to the school. With the opportunity to attend academic activities, adults are able to improve their lives which directly impacts and motivates students to stay and excel in school.

**Statutory Requirement 4:** Identify the federal, state, and local programs that will be coordinated with the proposed program and explain how the proposed coordination makes the most effective use of public resources. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CIS currently partners with more than 95 different agencies and providers to offer a wide variety of services to students and their families. CIS will utilize and coordinate its vast network of partners and collaborators to maximize the utilization of public and private resources. ACE collaborates with federal, state and local social service agencies, other nonprofits, local colleges, the business sector, community members, faith-based organizations, and volunteers to increase each student's opportunity to succeed in school and prepare for life. Star Care Specialty Health Care system will provide the necessary resources to students and families services to provide emotional well-being. Texas Juvenile Justice Center will provide support and intervention programs to reduce criminal involvement. Abilene Behavioral Health will be a positive support to children and families dealing with emotional and physical issues. Literacy Lubbock will be a wonderful referral source to provide parents and caregivers an opportunity to receive a GED or Higher education. Family Counseling Center is the support service that will help engage families in intervention and prevention services. We will partner with each center to access the USDA supplemental food programs in order to procure and provide well balanced healthy snacks to ACE program participants. Also, ACE will involve the local law enforcement agencies and Justices of the Peace to help reduce the number of student referrals to the Juvenile Justice system.

Additionally, partnering school districts will provide In-Kind services and resources to include professional development, curriculum, program and office supplies, classroom space, computer labs, gym space and other facilities; and technology support estimated at \$40,000 per year. Each partnering school district will also provide partnership leveraged funds of \$10,800 per center equaling \$108,000 annually beginning in year two and will gradually increase to \$16,089 per center equaling 160,890 annually. These dollars will be used to supplement small group tutoring, educational field trips, professional development, and administrative costs.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

**Statutory Requirement 5:** Describe how the activities will meet the measures of effectiveness described in the authorizing statute. Specifically describe: 1) how the proposed activities are based on an objective set of measures designed to increase high-quality academic enrichment opportunities; 2) references to evidence-based research that supports the design of the program or activity; and 3) a summary of the plan to collect local data for continuous assessment and local program evaluation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

1.) CIS evaluates the success of the ACE programs based on ongoing internal evaluations. First, site coordinators will obtain and analyze campus data to get a baseline of where to begin therein learning the academic strengths and weaknesses of current grade-levels. Next, together with the administration, the site coordinator will conduct a campus needs assessment at the beginning of the year. The campus needs assessment will identify campus needs in both academic and non-academic areas and aid in developing intentional ACE programming that support overall campus goals.

Most importantly to achieve program alignment and quality, site coordinators will develop ongoing collaboration and communication with the school-day staff. Site coordinators will be included in regular school day grade-level meetings in order to learn teacher and student expectations at each grade-level. These meetings will also provide important insight on student need and weekly lesson objectives. Information gathered at these meetings will aid in developing innovative activities around the same goals as well as targeting the most at-risk students.

2.) Because CIS has provided site coordinators for Cycle 5, 7, and 8, we have an extensive base of lesson plans and evidence on programmatic success to build on in Cycle 9. The knowledge that our experience provides will be highly useful in the implementation of Cycle 9. For example, many of our most successful Cycle 8 programs have been pulled from what worked in Cycle 7 and enhanced to provide project based learning for students or built upon to become interactive with families.

3.) Periodic data will be collected such as benchmark testing results and report card grades at each six weeks to evaluate local program offerings. Tx21st reports will be used to assess program attendance providing insight on individual activity success. Surveys will also be conducted at the beginning of each ACE session. The collection of parent, teacher, and student surveys will serve very important when attempting to meet community needs and addressing student voice and choice.

The Field Operations Manager will work closely with the site coordinator to provide crucial insight in lesson plan preparation and a certified-level knowledge of TEKS along with local classroom standards. Together with core teacher feedback and the Fields Operation Manager, site coordinators will be able to plan lessons that align themselves with the school-day. Site coordinator flexibility together with constant communication with administrators and staff will be the key factor inconsistent alignment of ACE programming.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

**Statutory Requirement 6:** Describe the partnership between local educational agencies, community-based organizations, and other public or private entities in carrying out the proposed program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

X **Check this box IF you are applying for priority points** for submitting this application jointly with eligible entities consisting of not less than one local education agency receiving funds under Part A of Title I and another eligible entity.

   **Check this box only IF you did not check the box above AND you are requesting that TEA provide the same priority points** because of the applicant's inability to partner with a CBO within reasonable geographic proximity and of sufficient quality to meet the requirements of the grant.

The proposed project will be an active partnership with 5 Independent School Districts and 8 CBOs (StarCare Specialty Health Care, Juvenile Justice Department, Abilene Behavioral Health, United Way Agency, Literacy Lubbock, The Parenting Cottage, Family Counseling Center, Central Plains Center). The identified CBOs, Board Presidents and Superintendents of the 5 ISD's determined that CIS of The South Plains will function as the Managing Partner and fiscal agent.

The Independent School Districts will provide full access to student demographics and data, nutritious snacks and bus transportation. They will provide the research based curriculum and technical assistance through the duration of the grant. The ISD's will also provide office space, phone and access to their technology labs. They will provide volunteers and paid staff to enhance the opportunity to reach program goals and objectives.

Star Care Specialty Health Care system will provide the necessary resources to students and families services to provide emotional well-being. Texas Juvenile Justice Center will provide support and intervention programs to reduce criminal involvement. Abilene Behavioral Health will be a positive support to children and families dealing with emotional and physical issues. Literacy Lubbock will be a wonderful referral source to help parents and caregivers and opportunity to receive a GED or Higher education. Family Counseling Center is the support service that will help engage families in intervention and prevention services.

Additional agency collaboration such as Lubbock Area United Way, Parenting Cottage and Texas Workforce Commission, Texas Tech, South Plains College, Science Spectrum, and Ballet Lubbock will provide program resources and support to students and families.

CIS, as the Managing Partner and Fiscal Agent, is responsible for program implementation, management oversight, budgetary compliance and fiscal and programmatic reporting. Partnership agreements and Memorandums of Understanding are in place to define the role each organization will serve in order to achieve the project's goals.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

**Statutory Requirement 7:** Based on the community needs assessment in Schedule #13, provide a summary of available resources for each proposed community learning center. Describe how the program proposed to be carried out in the center will address the needs identified through the assessment/evaluation process. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The primary evidence-based strategies ACE will use to meet the comprehensive needs of students at the 10 target sites include: engaging students in learning through case management and whole school services (supportive guidance and counseling, tutoring, academic enrichment, college preparation, pre-employment training, health, basic needs, fitness and mental health, mentoring and adult advocates, parental involvement), and assistance with basic needs.

Initial efforts that will support academic achievement and attendance include: accessing the PEIMS system to review academic performance; meeting with campus administrators, faculty, and staff to explore all CIS programs and services to decide the best point of entry for CIS; launching homework help and general tutoring; developing 6-week summer academic and enrichment-based programs; hiring certified teachers to develop academic plans; and administering a comprehensive needs assessment to identify non-academic factors that negatively impact student academic performance. In rural communities, one in four students fail to graduate from high school often due to non-academic circumstances. Over extended breaks, ACE will coordinate with the family engagement professional to ensure students and families have meals.

In CIS work with Hale Center ISD-Cycle 5, Lubbock-Cooper ISD- Cycles 7 and 8 in implementing 21<sup>st</sup> Century ACE programs, the agency had occasions to provide students with access to eyeglasses, medical and dental care, clothing, and transportation arrangements to and from critical appointments.

Vital to academic success is attendance, and ACE's attendance improvement plan will include: Site Coordinators monitoring student absences and tardiness to identify students with attendance irregularities; academic and enrichment programs tailored to the needs and interests of the students based on completed need and interest assessments; education and skills-developing activities that bring families into the students' learning process and make education a family priority; and emphasis placed on building relationships with students, families, and school faculty and staff to bridge any gaps in communication, e.g., absences and tardiness due to parent work schedules.

To improve behavior, ACE will implement and contract skills-based prevention and intervention resources and mentorship that promote self-esteem, leadership skills, and bullying prevention. ACE will incorporate the services of *Contact Lubbock*, a ACE partner, to assist in teaching these concepts, as well as implement the *XY-Zone Male Youth Initiative*, which is a "passport to manhood" effort that is highly effective in teaching boys to become men. Intramural sports will be introduced enabling students who are ineligible to compete in UIL Interscholastic sports the opportunity for organized play

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

**Statutory Requirement 8:** Demonstrate how the applicant will use best practices, including research or evidence-based practices, to provide educational and related activities that will complement and enhance academic performance, achievement, postsecondary and workforce preparation, and positive youth development of the students. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each Cycle 9 campus is required to conduct a thorough needs assessment of its program annually, which includes the review of objective data, including TEA Accountability Reports, AEIS Reports, the Campus Improvement Plan, and the program annual evaluation. Additionally, ACE will collect specific center information, including information on student demographics, test scores, attendance, disciplinary referrals and parental involvement. During the needs assessment process, each site coordinator must complete a needs/assets inventory to determine programmatic intention.

The Project Director will work with 21<sup>st</sup> Century program staff to ensure activities are aligned to performance measures for successful implementation and maximized results. Each center is required to incorporate academic enrichment, family support, and college and career readiness activities into programming time to ensure the availability of high-quality academic enrichment opportunities.

The Independent Evaluator will also work with the Field Operations Manager to ensure that the appropriate data is being collected to report on the performance measures. The Evaluator will prepare a mid-year evaluation on performance measurements. The final yearly report on the specific performance measures outlined by TEA will be assessed by the Evaluator. ACE will share these reports with the site coordinators at the respective monthly meetings. ACE will also share the year-end results with campuses and district administrators before each fall term.

The Field Operations Manager will research and share evidence/research-based, hands-on, science and math curriculum to support students in meeting state and local standards. The Field Operations Manager will work with the site coordinators to incorporate evidence/research-based curriculum that are TEKS-aligned and meet the needs of the campus and its students.

**Statutory Requirement 9:** If the eligible entity plans to use volunteers in activities carried out through the community learning center, describe how the eligible entity will encourage and use appropriately qualified persons to serve as the volunteers. Specifically address senior volunteers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CIS recruits and trains volunteers from a variety of backgrounds and ethnicities and, in particular, qualified senior volunteers through the Retired Teachers' Association, and Retired Senior Volunteer Program (RSVP). Additionally, CIS has a partnership with United Way that focuses on connecting local volunteers with partnering agencies. Retired teachers and senior citizens will continue mentoring students and partner with certified teachers to provide tutoring in reading, math, science and social studies.

Senior citizen volunteers will also assist with instructing parents in ESL, Adult Basic Education, computer literacy, employment skills and other topics as needed. Additionally, senior volunteers will be used for clerical tasks, program advocacy, volunteer recruitment and will be engaged to participate in the Task Force. In accordance with CIS volunteer policy, all volunteers will undergo a nationwide background check and comprehensive volunteer training.

CIS and ACE will partner with the United Way agency "Volunteer Center". The collaboration of service enhances the opportunity to reach students potential as well as having positive future leaders making the connection.

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**Schedule #16—Responses to Statutory Requirements (cont.)**

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

**Statutory Requirement 10:** Describe the preliminary plan for how the community learning center will continue after funding under this program ends. Include the strategies and resources that will be employed, individuals and organizations involved, and an annual timeline for implementing the sustainability plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**X Check this box IF you are applying for priority points** for local education agency elected board of education written support for sustainability. Letters must represent a majority of the locally elected board and provide a detailed description of the specific challenges the community faces concerning sustainability and how community and board support will assist local efforts to sustain the program over time. **Letters of support with original signatures AND a list of all elected board members, including those that did not sign or submit a letter, must be attached to this application.**

CIS, its partner ISDs and other collaborating organizations intend to continue the ACE program well beyond the grant period. The partners have proven their capabilities in obtaining, maintaining, and reporting long term state and federal funds and have vast experience in diversifying funding streams to allow for sustaining continuous services with our existing resources.

A significant effort will be made to diversify income streams and raise needed funds from individuals, local businesses, community organizations and foundations. Local community collaborators such as the individual campuses, day time CIS programs, Texas Tech University, and partner agencies will continue to play an integral part in the provision of core volunteer services, curriculum, program ideas and overall sustainability of the program.

Governmental and community organizations such as United Way, Family Outreach, Retired Teachers Association, and local senior citizen organizations will continue to provide a variety of additional volunteer and program related services and resources for the ongoing sustainability of the ACE project.

During year 2 and year 3 of the grant, CIS will continue current funding streams and collect data and evaluation reports to present to partners and the community. During year 4, CIS will submit grant proposals to corporations and foundations as well as utilize the evaluation data from years 1 through 3 to present the effectiveness of the program to possible funders.

A funding committee, made up of Community Task Force members, will devise strategies for continuation, reach out to partners, host a giving campaign, and evaluate current available CIS and ISD state and federal funds during year 5. Beyond year 5, CIS campus coordinators will offer after school services and the scope of the program will be determined by available resources.

CIS has successfully written and received over \$300,000 in funding from Texas Criminal Justice Division (CJD), Community Youth Development (CYD), and Lubbock County Community Development Block Grants (CDBG) over the past 4 years. Additionally, CIS has received over \$118,000 in funding from United Way over the past 5 years. CIS will continue to pursue these and other funding sources in order to sustain out-of-school time programming at the identified centers.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

**TEA Program Requirement 1: Community Involvement**

Describe your plans to seek continuous feedback and involvement from community stakeholders, including the process for creating and engaging a community advisory council in order to increase program awareness, evaluate program effectiveness, and develop annual program and sustainability plans. A description of the planned membership and participating organizations must be provided.

Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Activities will be planned according to the needs of the campus and parents of participating ACE program students, derived from surveys and needs assessments, and will be as accommodating as possible, particularly to working families. Site coordinators will conduct at least one monthly parent gathering educational event, but will be available during school hours to assist, educate, and communicate with parents individually or in a group gathering, and will also work with the campus to assist in their ongoing efforts. Centers partner with the school to provide access to resources such as computer labs to promote computer skills, as well as space and other resources to hold meetings, classes, and workshops. The number of targeted adults per campus will vary and reflect according to the number of students being served by the ACE program.

FES, project director, and site coordinators will ensure that all expenditures for adult/family gatherings will be accounted for and used appropriately in adherence to all TEA ACE regulations and requirements. Any and all expenditures will be documented and tracked.

Activities will be tailored to the participating families of each center. Some centers work closely with our local workforce agency to learn new job skills or to find better employment. Others focus more on educational components, such as English as a Second Language (ESL) classes, or GED classes. All centers focus on the importance of education for students as well as for the families of those students.

Centers have utilized other community resources to encourage and facilitate the learning of new concepts and ideas about family health, nutrition. This relates back to education promoting student success at every level, using informative parenting programs for parents/guardians with participating students.

ACE will continue the successful partnership with all participating school districts, spanning in excess of 8 years, in the design, implementation, monitoring and reporting of both the in-school and out-of-school time programs. ACE will work with partnering community organizations to improve the design of the program utilizing feedback from stakeholders.

Partners, collaborating agencies, stakeholders and Task Force members will assist in creating program awareness through ISD websites, flyers, newsletters, posters, press releases for community newspapers, school open houses and other media sources. Each Site Coordinator will present program information and enrollment opportunities through either all-school assemblies or individual classroom presentations. Adult family members will be invited to ACE orientations at the beginning of each school year to learn about ACE policies and procedures, schedules, expectations and program purpose. ACE will work actively with stakeholders to provide informational materials that facilitate community awareness and "buy-in" for afterschool programming.

Additionally, a Task Force, made up of a diverse group of area leaders from local community and faith based organizations, school district principals, ISD superintendents and other key personnel from participating school districts, will continue to meet throughout the life of the grant. Task Force members will receive on-going reports on the progress and success of each program allowing them to participate in evaluating program effectiveness and plan for future sustainability. Current Task Force members' involvement in civic clubs, foundations, and school districts will offer resources key to providing sustainability as evident by current levels of support.

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**Schedule #17—Responses to TEA Program Requirements**

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

**TEA Program Requirement 2: Grant Management.** Describe your plan to manage the various components of the grant while adhering to all grant requirements and providing high-quality programming for all participants. Specifically describe communication among project staff and the provision of ongoing training and support for all staff. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CIS will use a variety of methods and resources to ensure the programs offered at each center will be data driven and intentional. CIS will utilize site coordinators communication with campus staff, parents, and community members to identify and recruit students into the ACE program. Site coordinators will use data from Tx21st to monitor student retention. Throughout the year, local campus advisory council meetings will be attended in an effort to coordinate ACE programming with currently offered programs. Task Force meetings with the community will be held in order to coordinate community needs and current offered community programs and/or resources with ACE initiatives.

CIS will provide a highly qualified Project Director for oversight that will thoroughly train site coordinators. The Project Director will clearly communicate with campus administration and ACE staff all of the grant requirements and expectations and maintain fiscal responsibility and oversight. A full-time site coordinator will be hired for each center. The site coordinator will be fully trained in obtaining and analyzing campus-level data such as the previous year's STAAR results, district and campus improvement plan for programmatic purposes and intentionality, coordination of all activities, and maintenance of all required data. This site coordinator will work closely with campus administration, classroom teachers, counselors, interventionist, and the Field Operations Manager to develop a strategic plan that targets at-risk students and provides innovative activities intentionally designed to reach those particular students. The Field Operations Manager will conduct monthly site visits to ensure that all program requirements are being met, to review center programming, center data, upcoming deadlines, events and program highlights, as well as any other additional goals, tasks, or needs. The Field Operations Manager will also utilize the site visit to communicate with campus administrators regarding program implementation and effectiveness.

An essential identifying tool will be made available by the site coordinator to the campus staff which allows for referrals. This ACE Student Referral Form allows for student referrals by anyone on campus and focuses the purpose of the ACE program for all staff. It specifically lists the reasons a student may benefit from the ACE program, in order to; improve academic performance, improve attendance, improve behavior, increase promotion rates, and increase graduation rates.

Once the analysis of the campus data is complete and the referral forms collected, the site coordinator will reach out to those individual students for recruitment through a three step process.

- 1.) Registration forms along with an ACE schedule and individualized letter stating why their student will benefit from the program will be sent home through the school.
- 2.) The site coordinator will make individualized phone calls to the student's home in order to speak to a parent or guardian explaining in full the benefits of the ACE program and how it can help their child.
- 3.) Once the identified students have been enrolled, the site coordinator will send home the ACE registration packets to the entire campus population making sure to let parents know space is on a first-come, first-serve basis.

Attendance will be monitored regularly to alert the site coordinator of retention problems in specific activities or across the overall program. If such an issue arises, the site coordinator will problem-solve making adjustments to the program in order maintain proper attendance.

Site coordinators are required to have 26 hours in continuing education training. Training opportunities are provided by CIS through the monthly staff meetings, in which community partners and service providers educate over different topics. CIS also provides workshops throughout the school year, outside of the monthly meetings, that cover topics such as ethics, cultural diversity, active-shooter, CPR/First Aid, human trafficking, synthetic drug awareness, and mental health, among other topics.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

|  |  |   |                         |
|--|--|---|-------------------------|
| County-district number or vendor ID: 75-2819581  |  | Amendment # (for amendments only):      |                         |
| <b>TEA Program Requirement 3: Center Operation Requirements</b>  |  |   |                         |
| <b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.   |  |   |                         |
| <b>Center Number: 1</b>  | <b>Center Name:</b><br>Lockney Junior High |   |                         |
| <b>9 digit campus ID#</b>  | 077902041                                  | <b>Distance to Fiscal Agent (Miles)</b> | 57                      |
| <b>Grade Levels to be served (K-12)</b>  | 6 <sup>th</sup> – 8 <sup>th</sup>          |   |                         |
| <b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.           |  |   |                         |
|  |  |   | <b>Total</b>            |
| <b>Number of Regular Students (attending 45 days or more per year) to be served:</b>   |  |   | 30                      |
| <b>Number of Adults (parent/ legal guardians only) to be served:</b>   |  |   | 30                      |
| <b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools. |  |   |                         |
| <b>Campus Name</b>   | <b>Feeder School #1</b>                    | <b>Feeder School #2</b>                 | <b>Feeder School #3</b> |
|  |  |   |                         |
| <b>9 digit Campus ID #</b>   |  |   |                         |
| <b>District Name (if different)</b>  |  |   |                         |
| <b>Distance to Center</b>  |  |   |                         |
| <b>Chart 1: Center and Feeder School Detail-</b> Applicants must complete the following information for each center in this grant application.   |  |   |                         |
| <b>Center Number: 2</b>  | <b>Center Name:</b><br>Lockney Elementary  |   |                         |
| <b>9 digit campus ID#</b>  | 077902101                                  | <b>Distance to Fiscal Agent (Miles)</b> | 57                      |
| <b>Grade Levels to be served (K-12)</b>  | K – 5 <sup>th</sup>                        |   |                         |
| <b>Chart 2: Participants Served.</b> Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.           |  |   |                         |
|  |  |   | <b>Total</b>            |
| <b>Number of Regular Students (attending 45 days or more per year) to be served:</b>   |  |   | 85                      |
| <b>Number of Adults (parent/ legal guardians only) to be served:</b>   |  |   | 50                      |
| <b>Chart 3: Feeder School Information.</b> Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools. |  |   |                         |
| <b>Campus Name</b>   | <b>Feeder School #1</b>                    | <b>Feeder School #2</b>                 | <b>Feeder School #3</b> |
|  |  |   |                         |
| <b>9 digit Campus ID #</b>   |  |   |                         |
| <b>District Name (if different)</b>  |  |   |                         |
| <b>Distance to Center</b>  |  |   |                         |

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 75-2819581 Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

|   |  |   |    |
|---|--|---|----|
| <b>Center Number: 3</b>                 | <b>Center Name:</b><br>Tulia Junior High |   |    |
| <b>9 digit campus ID#</b>               | 219903041                                | <b>Distance to Fiscal Agent (Miles)</b> | 72 |
| <b>Grade Levels to be served (K-12)</b> | 6 <sup>th</sup> – 8 <sup>th</sup>        |   |    |

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

|  |              |
|--|--------------|
|  | <b>Total</b> |
| <b>Number of Regular Students (attending 45 days or more per year) to be served:</b> | 75           |
| <b>Number of Adults (parent/ legal guardians only) to be served:</b>                 | 50           |

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

|                                     | <b>Feeder School #1</b> | <b>Feeder School #2</b> | <b>Feeder School #3</b> | <b>Feeder School #4</b> |
|-------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <b>Campus Name</b>                  |                         |                         |                         |                         |
| <b>9 digit Campus ID #</b>          |                         |                         |                         |                         |
| <b>District Name (if different)</b> |                         |                         |                         |                         |
| <b>Distance to Center</b>           |                         |                         |                         |                         |

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

|   |  |   |    |
|---|--|---|----|
| <b>Center Number: 4</b>                 | <b>Center Name:</b><br>Tulia Highland Elementary |   |    |
| <b>9 digit campus ID#</b>               | 219903101  | <b>Distance to Fiscal Agent (Miles)</b> | 72 |
| <b>Grade Levels to be served (K-12)</b> | K – 2 <sup>nd</sup>                              |   |    |

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

|  |              |
|--|--------------|
|  | <b>Total</b> |
| <b>Number of Regular Students (attending 45 days or more per year) to be served:</b> | 100          |
| <b>Number of Adults (parent/ legal guardians only) to be served:</b>                 | 60           |

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

|                                     | <b>Feeder School #1</b> | <b>Feeder School #2</b> | <b>Feeder School #3</b> | <b>Feeder School #4</b> |
|-------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <b>Campus Name</b>                  | W V Swinburn El         |                         |                         |                         |
| <b>9 digit Campus ID #</b>          | 219903102               |                         |                         |                         |
| <b>District Name (if different)</b> |                         |                         |                         |                         |
| <b>Distance to Center</b>           | 72                      |                         |                         |                         |

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 75-2819581 Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements****Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

|   |  |   |           |
|---|--|---|-----------|
| <b>Center Number: 5</b>                 | <b>Center Name:</b><br><b>Estacado Middle School</b> |   |           |
| <b>9 digit campus ID#</b>               | <b>095905044</b>                                     | <b>Distance to Fiscal Agent (Miles)</b> | <b>48</b> |
| <b>Grade Levels to be served (K-12)</b> | <b>6<sup>th</sup> – 8<sup>th</sup></b>               |   |           |

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

|  |              |
|--|--------------|
|  | <b>Total</b> |
| <b>Number of Regular Students (attending 45 days or more per year) to be served:</b> | <b>160</b>   |
| <b>Number of Adults (parent/ legal guardians only) to be served:</b>                 | <b>75</b>    |

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

|                                     | <b>Feeder School #1</b> | <b>Feeder School #2</b> | <b>Feeder School #3</b> | <b>Feeder School #4</b> |
|-------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <b>Campus Name</b>                  |                         |                         |                         |                         |
| <b>9 digit Campus ID #</b>          |                         |                         |                         |                         |
| <b>District Name (if different)</b> |                         |                         |                         |                         |
| <b>Distance to Center</b>           |                         |                         |                         |                         |

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

|   |  |   |           |
|---|--|---|-----------|
| <b>Center Number: 6</b>                 | <b>Center Name:</b><br><b>Thunderbird Elementary</b> |   |           |
| <b>9 digit campus ID#</b>               | <b>095905109</b>                                     | <b>Distance to Fiscal Agent (Miles)</b> | <b>49</b> |
| <b>Grade Levels to be served (K-12)</b> | <b>K – 5<sup>th</sup></b>                            |   |           |

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

|  |              |
|--|--------------|
|  | <b>Total</b> |
| <b>Number of Regular Students (attending 45 days or more per year) to be served:</b> | <b>175</b>   |
| <b>Number of Adults (parent/ legal guardians only) to be served:</b>                 | <b>100</b>   |

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

|                                     | <b>Feeder School #1</b> | <b>Feeder School #2</b> | <b>Feeder School #3</b> | <b>Feeder School #4</b> |
|-------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <b>Campus Name</b>                  |                         |                         |                         |                         |
| <b>9 digit Campus ID #</b>          |                         |                         |                         |                         |
| <b>District Name (if different)</b> |                         |                         |                         |                         |
| <b>Distance to Center</b>           |                         |                         |                         |                         |

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

|   |                                    |
|---|------------------------------------|
| County-district number or vendor ID: 75-2819581 | Amendment # (for amendments only): |
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**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

|   |   |   |    |
|---|---|---|----|
| <b>Center Number: 7</b>                 | <b>Center Name:</b><br>Dimmit Middle School |   |    |
| <b>9 digit campus ID#</b>               | 035901041                                   | <b>Distance to Fiscal Agent (Miles)</b> | 80 |
| <b>Grade Levels to be served (K-12)</b> | 5 <sup>th</sup> – 8 <sup>th</sup>           |   |    |

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

|  |              |
|--|--------------|
|  | <b>Total</b> |
| <b>Number of Regular Students (attending 45 days or more per year) to be served:</b> | 100          |
| <b>Number of Adults (parent/ legal guardians only) to be served:</b>                 | 60           |

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

|                                     | <b>Feeder School #1</b> | <b>Feeder School #2</b> | <b>Feeder School #3</b> | <b>Feeder School #4</b> |
|-------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <b>Campus Name</b>                  |                         |                         |                         |                         |
| <b>9 digit Campus ID #</b>          |                         |                         |                         |                         |
| <b>District Name (if different)</b> |                         |                         |                         |                         |
| <b>Distance to Center</b>           |                         |                         |                         |                         |

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

|   |  |   |    |
|---|--|---|----|
| <b>Center Number: 8</b>                 | <b>Center Name:</b><br>Richardson Elementary |   |    |
| <b>9 digit campus ID#</b>               | 035901102                                    | <b>Distance to Fiscal Agent (Miles)</b> | 80 |
| <b>Grade Levels to be served (K-12)</b> | K – 4 <sup>th</sup>                          |   |    |

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

|  |              |
|--|--------------|
|  | <b>Total</b> |
| <b>Number of Regular Students (attending 45 days or more per year) to be served:</b> | 200          |
| <b>Number of Adults (parent/ legal guardians only) to be served:</b>                 | 100          |

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

|                                     | <b>Feeder School #1</b> | <b>Feeder School #2</b> | <b>Feeder School #3</b> | <b>Feeder School #4</b> |
|-------------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| <b>Campus Name</b>                  |                         |                         |                         |                         |
| <b>9 digit Campus ID #</b>          |                         |                         |                         |                         |
| <b>District Name (if different)</b> |                         |                         |                         |                         |
| <b>Distance to Center</b>           |                         |                         |                         |                         |

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

**TEA Program Requirement 3: Center Operation Requirements**

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

**Center Number: 9**  
**Center Name:**  
 Floydada Junior High

**9 digit campus ID#** 077901041 **Distance to Fiscal Agent (Miles)** 51

**Grade Levels to be served (K-12)**  
 7<sup>th</sup> – 8<sup>th</sup>

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

|  | Total |
|--|-------|
| <b>Number of Regular Students (attending 45 days or more per year) to be served:</b> | 30    |
| <b>Number of Adults (parent/ legal guardians only) to be served:</b>                 | 30    |

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

|                                     | Feeder School #1 | Feeder School #2 | Feeder School #3 | Feeder School #4 |
|-------------------------------------|------------------|------------------|------------------|------------------|
| <b>Campus Name</b>                  |                  |                  |                  |                  |
| <b>9 digit Campus ID #</b>          |                  |                  |                  |                  |
| <b>District Name (if different)</b> |                  |                  |                  |                  |
| <b>Distance to Center</b>           |                  |                  |                  |                  |

**Chart 1: Center and Feeder School Detail-** Applicants must complete the following information for each center in this grant application.

**Center Number: 10**  
**Center Name:**  
 A B Duncan Elementary

**9 digit campus ID#** 077901101 **Distance to Fiscal Agent (Miles)** 51

**Grade Levels to be served (K-12)**  
 K – 6<sup>th</sup>

**Chart 2: Participants Served.** Applicant must set realistic student and adult/ family participant goals. Requests to reduce the target service levels during the project will not be approved. Grantees will be subject to an annual funding reduction when regular student numbers are not met.

|  | Total |
|--|-------|
| <b>Number of Regular Students (attending 45 days or more per year) to be served:</b> | 155   |
| <b>Number of Adults (parent/ legal guardians only) to be served:</b>                 | 75    |

**Chart 3: Feeder School Information.** Only complete this chart if the center has feeder school(s). Applicants must serve all feeder schools listed in this application. Students from feeder schools must be transported to/from the main center. Note: A center can have no more than four feeder schools.

|                                     | Feeder School #1 | Feeder School #2 | Feeder School #3 | Feeder School #4 |
|-------------------------------------|------------------|------------------|------------------|------------------|
| <b>Campus Name</b>                  |                  |                  |                  |                  |
| <b>9 digit Campus ID #</b>          |                  |                  |                  |                  |
| <b>District Name (if different)</b> |                  |                  |                  |                  |
| <b>Distance to Center</b>           |                  |                  |                  |                  |

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

**TEA Program Requirement 3a:** Center Operations, Program Coordination. Describe how the program will coordinate with schoolwide programs under ESEA Section 1114 and state compensatory education programs under Texas Education Code, §29.081. Explain how the program will coordinate to identify and recruit students who are most in need of academic assistance and the plan for retaining those students in the program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CIS will use a variety of methods and resources to ensure the programs offered at each center will be data driven and intentional. CIS will utilize site coordinators communication with campus staff, parents, and community members to identify and recruit students into the ACE program. And site coordinators will use data from Tx21st to help retain students. Throughout the year, local campus advisory council meetings will be attended in an effort to coordinate ACE programming with currently offered programs. And Task Force meetings with the community will be held in order to coordinate community needs and currently offered community programs and/or resources with ACE initiatives.

**Identify -**

CIS will provide a highly qualified Project Director for oversight that will thoroughly train site coordinators. The Project Director will clearly communicate with campus administration and ACE staff all of the grant requirements and expectations and maintain fiscal responsibility and oversight. A full-time site coordinator will be hired for each center that has been fully trained in obtaining and analyzing campus-level data such as the previous year's STAAR results, district and campus improvement plan for programmatic purposes and intentionality, coordination of all activities, and maintenance of all required data. This site coordinator will work closely with campus administration, classroom teachers, counselors, interventionist, and our Field Operations Manager to develop a strategic plan that targets at risk students and provides innovative activities intentionally designed to reach those particular students.

An essential identifying tool will be made available by the site coordinator to the campus staff which allows for referral. This ACE Student Referral Form allows for student referral by anyone on campus and focuses the purpose of the ACE program for all staff. It specifically lists the reasons a student may benefit from the ACE program, in order to; improve academic performance, improve attendance, improve behavior, increase promotion rates, and increase graduation rates.

**Recruit -**

Once the analysis of the campus data is complete and the referral forms collected, the site coordinator will reach out to those individual students for recruitment through a three step process.

- 1.) Registration forms along with an ACE schedule and individualized letter stating why their student will benefit from the program will be sent home through the school.
- 2.) The site coordinator will make individualized phone calls to the student's home in order to speak to a parent or guardian explaining in full the benefits of the ACE program and how it can help their child.
- 3.) Once the identified students have been enrolled, the site coordinator will send home the ACE registration packets to the entire campus population making sure to let parents know space is on a first-come, first-serve basis.

**Retain -**

Attendance will be monitored regularly to alert the site coordinator of retention problems in specific activities or across the overall program. If such an issue arises, the site coordinator will problem-solve making adjustments to the program in order maintain proper attendance. For example, an activity may need to be replaced with another activity that sparks student interest or a there may need to be a schedule change due to external activities at certain times of the year.

Additionally, the site coordinator will make phone calls to families of attending students if attendance drops to ascertain whether a solution exists that may be implemented at the school-level such as transportation or early release from the ACE program on certain days during extracurricular events.

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By TEA staff person:



**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

**TEA Program Requirement 3b: Center Operations, Staffing and Schedule.** Describe and explain the planned operating and staffing schedule for each center. Include total number of weeks and hours per week per center for the regular school year as well as the required six-week minimum summer programming. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CIS will provide a highly qualified Project Director that will take full responsibility for the organization, implementation, education, and administration of the grant. Each site coordinator will be fully trained in obtaining and analyzing campus- level data, reaching out to community stake-holders, and communicating with teachers on a daily basis. The site coordinator will train ACE staff on expectations and work closely with the Family Engagement Specialist, Field Operations Manager, and campus staff to monitor campus needs and maintain ACE and school day alignment.

Regular School Year (29 weeks) – After obtaining and analyzing campus data, site coordinators at every center will start ACE programming for the semester on September 5th, with morning programming from 7:00am-8:00am, Monday- Friday and afternoon programming from 3:45pm-5:45pm, Monday-Thursday, running a total of 13 hours per week for a total of 13 weeks during the fall semester and 16 weeks throughout the spring semester.

Summer School (6 weeks) - At every center, CIS will start ACE programming with a one-week Jump Start summer program in August (in most cases the week before school starts) in an effort to adequately prepare students for the beginning of the schoolyear. This program will run Monday–Friday, 8:00am–12:00pm. Students will be divided by grade-level and rotate through various activities intentionally developed to increase confidence and skills in core subject areas while also introducing the foundational upcoming semester activities of our ACE program such as our STEM and College and Career Readiness/Awareness activities. Parents will be invited to the school that Friday for a presentation of projects completed that week and an introduction into the ACE program for the upcoming schoolyear. After school concludes in May, CIS will run a five-week summer program designed for working families and students needing remediation or positive reinforcement starting the day after school is let out and running for five consecutive weeks, Monday- Thursday, 8:00am-12:00pm. Intentional recruitment is key to the success of the summer ACE program. Both summer sessions will total six weeks.

**TEA Program Requirement 3c: Center Operations, Safety.** Describe the plan for ensuring the safety of all program participants and staff in the program at all times. Include the procedures for sign-in and sign-out for all students at each center and adjunct site. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

With the safety of the students being our highest priority, every site coordinator will be fully trained in CPR/First Aid and understand the process and procedures that will be utilized throughout every ACE session to ensure student safety including appropriate documentation plus sign-in/sign-out procedures. Site coordinators will be required to complete an ACE Safety Self-Assessment during August before any ACE programming starts in order to assess the campus needs. CIS will maintain a school nurse on staff for each district during ACE programming hours who will have access to confidential student health information to ensure each student's care. Additionally, site coordinators will have an administrator approved emergency plan in place that aligns itself with the school-day emergency plan and will have a quick access sheet with all appropriate emergency contacts such as the local police and fire department. For each ACE session, site coordinators will be required to obtain a registration form stating parental consent for each student before they are allowed to participate in the ACE program. This registration form will include many important details to maintaining an organized and safe environment for the students. Using the registration forms, site coordinators will be required to compile a master list of all ACE participating students, the student's form of transportation home, guardian information, designated emergency contact, grade-level, homeroom teacher, and finally the days of the week and location of classes the student will be attending. This master list will be distributed to the campus office staff, administrators, campus staff, transportation department, and ACE staff every Thursday for the upcoming week. Any changes to this list can only be done through the site coordinator with parental consent. This will ensure the safety of each student and help maintain an organized, secure, and productive ACE program. In addition, parents will receive a confirmation of enrollment form including their start date, in the event their student is enrolled in the ACE program to complete the circle of communication regarding ACE participation.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

**TEA Program Requirement 4a: Activity Planning, Alignment and Quality.** Describe how the program will align all activities with the school day curriculum, expose students to meaningful academic content that supports mastery of the Texas Essential Knowledge and Skills (TEKS), and provide opportunities for youth to practice skills through engaging and interactive activities. Describe the plan for using evidence-based practices and local data to meet student needs and achieve the desired campus and student outcomes. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CIS understands that student's success through ACE is directly tied to the degree of intentionality and innovation in the activity planning. Intentionality can only be achieved if all sides of the equation are taken under consideration; campus expectation, student need, school-day goals and objectives, and grade-level or academic weaknesses. Innovation solely relies on program creativity. The program must meet the student's needs and be an extension of the school day's objective at the same time.

***Intentionality -***

CIS plans to accomplish this goal using several approaches. First, site coordinators will obtain and analyze campus data to get a baseline of where to begin therein learning the academic strengths and weaknesses of current grade-levels. Next, together with the administration, the site coordinator will conduct a campus needs assessment at the beginning of the year. The campus needs assessment will identify campus needs in both academic and non-academic areas and aid in developing intentional ACE programming that support overall campus goals. Most importantly to achieve program alignment and quality, site coordinators will develop ongoing collaboration and communication with the school-day staff. Site coordinators will be included in regular school day grade-level meetings in order to learn teacher and student expectations at each grade-level. These meetings will also provide important insight on student need and weekly lesson objectives. Information gathered at these meetings will aid in developing innovative activities around the same goals as well as targeting the most at-risk students.

Surveys will also be conducted at the beginning of each ACE session. The collection of parent, teacher, and student surveys will serve very important when attempting to meet community needs and addressing student voice and choice.

The Field Operations Manager will work closely with the site coordinator to provide crucial insight in lesson plan preparation and a certified-level knowledge of TEKS along with local classroom standards. Together with core teacher feedback and the Field Operations Manager, site coordinators will be able to plan lessons that align themselves with the school-day. Site coordinator flexibility together with constant communication with administrators and staff will be the key factor in consistent alignment of ACE programming.

Because CIS has provided site coordinators for Cycle 5, 7, and 8, we have an extensive base of lesson plans and evidence on programmatic success to build on in Cycle 9. The knowledge that our experience provides will be highly useful in the implementation of Cycle 9. For example, many of our most successful Cycle 8 programs have been pulled from what worked in Cycle 7 and enhanced to provide project based learning for students or built upon to become interactive with families.

***Innovation -***

The Field Operations Manager will play a pivotal role in the innovation of the programming. After meeting with the site coordinators of each campus to learn their individual needs, the Field Operations Manager will research and explore options for innovative ACE programming to meet their needs. The Field Operations Manager will have regular meetings with ACE staff at each center to impart his/her findings of resources and materials and collaborate with school-day staff to design creative programs that will keep the students engaged.

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## Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

**TEA Program Requirement 4b:** Activity Planning, Meeting Student Needs. Describe how the program will ensure that instruction is adaptable to the academic and developmental needs of students, particularly the individual or small-group instruction needs of students, especially focusing on those students who are at risk of academic failure or dropping out of school. Describe the planned staff to student ratios for the proposed sites and activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

CIS staff and the Project Director will train site coordinators on how to identify at risk students. CIS has a notable history and extensive knowledge of providing drop-out prevention programs. We are currently providing drop-out prevention services in 54 campuses throughout the South Plains. Depending on the needs assessment, CIS conducts both one-on-one and group activities in an effort to meet the overall emotional-developmental and academic needs of an individual student as well as the family need. These activities include the following components; supportive guidance and counseling, health and human services, parent and family engagement, college and career readiness, enrichment activities, and academic support. CIS will extend their experience and knowledge of identifying at risk students along with their vast background and history of implementing those programs into the ACE program to address students at risk of dropping out.

CIS will utilize the following methods in identifying students at risk of academic failure. 1.) Site coordinators will obtain and analyze campus data from current Texas Academic Performance Reports, benchmark results, and report card grades. Next, site coordinators will complete a campus needs assessment together with administration. But most importantly to identify individual student needs, site coordinators will engage and foster ongoing communication with current school-day staff. Site coordinators will be required to meet with the school-day staff once per week during the regularly scheduled grade-level meetings in an effort to stay "in-tuned" to the needs of the individual student and overall campus. The information gleaned from consistent and ongoing interaction with school-day staff is crucial to identifying individual need. The Field Operations Manager will then work closely with the site coordinator to create intentional ACE programming to meet those needs.

For every center, CIS will provide academic, enrichment, college-career readiness, and family engagement activities. Our planned student to teacher ratios will vary dependent upon the program. For most enrichment activities, we plan a 1:22 student/teacher ratio. For college-career readiness, we plan a 1:20 student/teacher ratio. But for academic programming, we will try to keep the student/teacher ratio at 1:15 in order to more effectively meet individual student needs. Through our vast experience with programming, CIS understands the importance of smaller groups when attempting to engage students and increase academic performance.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

**TEA Program Requirement 5a: Family Engagement, Family Engagement Specialist.** Describe the role of the required family engagement specialist position in providing families with active and meaningful engagement in their children's education and opportunities for literacy and related educational development. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Family participation is critical to a student's overall success. Studies have shown that the active participation of one adult family member from the home in a school activity builds confidence in student achievement and trusting relationships with families and the school. CIS will provide a full-time highly qualified Family Engagement Specialist (FES) who is familiar with the community and local support agencies.

The primary role of the FES is to build adult literacy and work closely with all ACE leaders and campus staff to encourage and support families to participate in their child's education and strengthen the skills they need to support their children's academic growth and success. The FES will bring experience working with families in an educational setting within the community. The FES will be trained to enhance existing local programs and develop new family engagement strategies. The FES will work with the project director, as well as with site coordinators at each of the designated 10 centers to assess the local community needs of each campus to provide specific and meaningful engagement that is relevant and impactful to the families that the ACE program serves.

The FES will research and develop new strategies on a continual basis, and will also attend at least one conference on family and parental involvement throughout the year to gain new knowledge, research based practices, and professional connections in this area. The FES will instruct and coach site coordinators with strategies in working with families and related educational community needs. The FES will also be available to work with the families.

**TEA Program Requirement 5b: Family Engagement, Program Coordination.** Describe how the family engagement specialist will coordinate with the project director and site coordinator(s) to recruit participant families and assist in the coordination of family engagement strategies across all centers. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Family Engagement Specialist (FES) will collaborate with the project director and all site coordinators on a regular basis to ensure that services rendered across all centers are consistent, meaningful, and effective.

FES, project director, and site coordinators will explore and promote ways in which parents/guardians of active participants in the ACE program can work with their children to be successful. FES, project directors, and site coordinators will facilitate this action by creating a community of trust and support through open communication and educational opportunities, with the intention of building confidence inspiring motivation within parents/guardians to take a more active role in the students' education.

FES will assist project director and site coordinators to maintain regular communication with parents/guardians regarding their students and the program by. FES will assist in interpreting data compiled by site coordinators such as needs assessments and surveys to tailor methods and programs to the specific needs of each campus and the families that they serve. FES will reach out to multiple community partners, such as United Way, community health centers, among several others to connect families in need to the correct resource that will enable them to be more successful, as well resources within the school such as PTA/PTO groups. FES will work with project director and site coordinators to create and maintain a relevant family resource center that will be easily and readily accessible to parents/guardians on campus and have helpful materials, such as informational pamphlets and flyers. The FES will coordinate with relevant school staff to accomplish this project and collaborate on others as well, and providing their insight and knowledge of their campus and the population that they serve.

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**Schedule #17—Responses to TEA Program Requirements (cont.)**

County-district number or vendor ID: 75-2819581

Amendment # (for amendments only):

**TEA Program Requirement 5c: Family Engagement, Activities.** Describe the types of family engagement activities planned, when/where they will be offered, and the identified student and family needs that the activities address. Describe how the planned activities address the needs of working families; provide parents with opportunities for active and meaningful engagement in their children's education; and provide families with opportunities for literacy and related educational development. Describe additional resources that will be used to provide family engagement activities. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Each center will have individualized family engagement programming offered based on the Family Engagement's assessment of the community needs. Activities will be planned around working family schedules. Site coordinators will conduct at least one monthly parent gathering educational event, but will be available during school hours to assist, educate, and communicate with parents individually or in a group gathering, and will also work with the campus to assist in their ongoing efforts. A family resource center will be developed at each center to address family needs.

Centers partner with the school to provide access to resources such as computer labs to promote computer skills, as well as space and other resources to hold meetings, classes, and workshops. The number of targeted adults per campus will vary and reflect according to the number of students being served by the ACE program.

FES, project director, and site coordinators will ensure that all expenditures for adult/family gatherings will be accounted for and used appropriately in adherence to all TEA ACE regulations and requirements. Any and all expenditures will be documented and tracked.

Activities will be tailored to the participating families of each center and consistently include a literacy component. CIS will diligently work with partnering agency, Literacy Lubbock, to provide needed programs and resources for families. Site Coordinators will utilize our local Workforce agency to learn new job skills or to find better employment for parents in need. Additionally, the focus will be on educational components, such as English as a Second Language (ESL) classes, or GED classes.

Centers also have utilized other community resources in innovative ways to encourage and facilitate the learning of new concepts and ideas about family health, nutrition, and relate it back to education using such activities as informative and interactive Zumba classes for parents/guardians with participating students.

Based on CIS's previous experience working in Cycle 5, 7, and 8, CIS has learned the need for collaborative family engagement activities between centers and districts. CIS along with the FES and campus site coordinator will develop accommodating programs based on location offered and time of offerings for multi-children families and working families. This will build communication among campuses within districts and encourage school participation throughout the community.

The family resource center will include a computer for families to be utilized during the school day and in-depth information about local resources for families in need.

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| Schedule #18--Equitable Access and Participation            |   |                                     |   |                                     |
|---|---|-------------------------------------|---|-------------------------------------|
| County-District Number or Vendor ID: 75-2819581             |   |                                     | Amendment number (for amendments only): |                                     |
| <b>No Barriers</b>  |   |                                     |   |                                     |
| #   | No Barriers   | Students                            | Teachers                                | Others                              |
| 000   | The applicant assures that no barriers exist to equitable access and participation for any groups   | <input type="checkbox"/>            | <input type="checkbox"/>                | <input type="checkbox"/>            |
| <b>Barrier: Gender-Specific Bias</b>                        |   |                                     |   |                                     |
| #   | Strategies for Gender-Specific Bias   | Students                            | Teachers                                | Others                              |
| A01   | Expand opportunities for historically underrepresented groups to fully participate  | <input type="checkbox"/>            | <input checked="" type="checkbox"/>     | <input type="checkbox"/>            |
| A02   | Provide staff development on eliminating gender bias  | <input type="checkbox"/>            | <input type="checkbox"/>                | <input checked="" type="checkbox"/> |
| A03   | Ensure strategies and materials used with students do not promote gender bias   | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/>     | <input type="checkbox"/>            |
| A04   | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender                   | <input type="checkbox"/>            | <input type="checkbox"/>                | <input checked="" type="checkbox"/> |
| A05   | Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender    | <input checked="" type="checkbox"/> | <input type="checkbox"/>                | <input checked="" type="checkbox"/> |
| A06   | Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program                   | <input checked="" type="checkbox"/> | <input type="checkbox"/>                | <input checked="" type="checkbox"/> |
| A99   | Other (specify)   | <input type="checkbox"/>            | <input type="checkbox"/>                | <input type="checkbox"/>            |
| <b>Barrier: Cultural, Linguistic, or Economic Diversity</b> |   |                                     |   |                                     |
| #   | Strategies for Cultural, Linguistic, or Economic Diversity  | Students                            | Teachers                                | Others                              |
| B01   | Provide program information/materials in home language  | <input type="checkbox"/>            | <input checked="" type="checkbox"/>     | <input type="checkbox"/>            |
| B02   | Provide interpreter/translator at program activities  | <input type="checkbox"/>            | <input checked="" type="checkbox"/>     | <input type="checkbox"/>            |
| B03   | Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.                      | <input checked="" type="checkbox"/> | <input type="checkbox"/>                | <input checked="" type="checkbox"/> |
| B04   | Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds | <input type="checkbox"/>            | <input checked="" type="checkbox"/>     | <input type="checkbox"/>            |
| B05   | Develop/maintain community involvement/participation in program activities  | <input type="checkbox"/>            | <input checked="" type="checkbox"/>     | <input type="checkbox"/>            |
| B06   | Provide staff development on effective teaching strategies for diverse populations  | <input type="checkbox"/>            | <input checked="" type="checkbox"/>     | <input type="checkbox"/>            |
| B07   | Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity                       | <input type="checkbox"/>            | <input checked="" type="checkbox"/>     | <input type="checkbox"/>            |
| B08   | Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider      | <input type="checkbox"/>            | <input type="checkbox"/>                | <input checked="" type="checkbox"/> |
| B09   | Provide parenting training  | <input type="checkbox"/>            | <input checked="" type="checkbox"/>     | <input type="checkbox"/>            |
| B10   | Provide a parent/family center  | <input type="checkbox"/>            | <input type="checkbox"/>                | <input checked="" type="checkbox"/> |
| B11   | Involve parents from a variety of backgrounds in decision making  | <input type="checkbox"/>            | <input type="checkbox"/>                | <input checked="" type="checkbox"/> |

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 75-2819581

Amendment number (for amendments only):

**Barrier: Cultural, Linguistic, or Economic Diversity (cont.)**

| #   | Strategies for Cultural, Linguistic, or Economic Diversity   | Students                 | Teachers                            | Others                              |
|-----|--|--------------------------|-------------------------------------|-------------------------------------|
| B12 | Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school       | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| B13 | Provide child care for parents participating in school activities  | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| B14 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| B15 | Provide adult education, including GED and/or ESL classes, or family literacy program  | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| B16 | Offer computer literacy courses for parents and other program beneficiaries  | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| B17 | Conduct an outreach program for traditionally "hard to reach" parents  | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| B18 | Coordinate with community centers/programs   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| B19 | Seek collaboration/assistance from business, industry, or institutions of higher education   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| B20 | Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color            | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| B21 | Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| B22 | Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program             | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| B23 | Provide mediation training on a regular basis to assist in resolving disputes and complaints   | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| B99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |

**Barrier: Gang-Related Activities**

| #   | Strategies for Gang-Related Activities   | Students                            | Teachers                            | Others                              |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| C01 | Provide early intervention   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| C02 | Provide counseling   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| C03 | Conduct home visits by staff   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| C04 | Provide flexibility in scheduling activities   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| C05 | Recruit volunteers to assist in promoting gang-free communities                                    | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| C06 | Provide mentor program   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| C07 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |

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**Schedule #18--Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 75-2819581

Amendment number (for amendments only):

**Barrier: Gang-Related Activities (cont.)**

| #   | Strategies for Gang-Related Activities   | Students                 | Teachers                            | Others                              |
|-----|--|--------------------------|-------------------------------------|-------------------------------------|
| C08 | Provide community service programs/activities  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| C09 | Conduct parent/teacher conferences   | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| C10 | Strengthen school/parent compacts  | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| C11 | Establish collaborations with law enforcement agencies   | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| C12 | Provide conflict resolution/peer mediation strategies/programs                                       | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| C13 | Seek collaboration/assistance from business, industry, or institutions of higher education           | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| C14 | Provide training/information to teachers, school staff, and parents to deal with gang-related issues | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| C99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |

**Barrier: Drug-Related Activities**

| #   | Strategies for Drug-Related Activities   | Students                            | Teachers                            | Others                              |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| D01 | Provide early identification/intervention  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| D02 | Provide counseling   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| D03 | Conduct home visits by staff   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| D04 | Recruit volunteers to assist in promoting drug-free schools and communities                          | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| D05 | Provide mentor program   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| D06 | Provide before/after school recreational, instructional, cultural, or artistic programs/activities   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| D07 | Provide community service programs/activities  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| D08 | Provide comprehensive health education programs  | <input checked="" type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| D09 | Conduct parent/teacher conferences   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| D10 | Establish school/parent compacts   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| D11 | Develop/maintain community collaborations  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| D12 | Provide conflict resolution/peer mediation strategies/programs                                       | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| D13 | Seek collaboration/assistance from business, industry, or institutions of higher education           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| D14 | Provide training/information to teachers, school staff, and parents to deal with drug-related issues | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| D99 | Other (specify)  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |

**Barrier: Visual Impairments**

| #   | Strategies for Visual Impairments                | Students                 | Teachers                 | Others                              |
|-----|--|--------------------------|--------------------------|-------------------------------------|
| E01 | Provide early identification and intervention    | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| E02 | Provide program materials/information in Braille | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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**Schedule #18—Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 75-2819581

Amendment number (for amendments only):

**Barrier: Visual Impairments**

| #   | Strategies for Visual Impairments  | Students                 | Teachers                 | Others                              |
|-----|--|--------------------------|--------------------------|-------------------------------------|
| E03 | Provide program materials/information in large type                              | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| E04 | Provide program materials/information in digital/audio formats                   | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| E05 | Provide staff development on effective teaching strategies for visual impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| E06 | Provide training for parents   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| E07 | Format materials/information published on the internet for ADA accessibility     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| E99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |

**Barrier: Hearing Impairments**

| #   | Strategies for Hearing Impairments  |                          |                          |                                     |
|-----|---|--------------------------|--------------------------|-------------------------------------|
| F01 | Provide early identification and intervention                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| F02 | Provide interpreters at program activities  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| F03 | Provide captioned video material  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| F04 | Provide program materials and information in visual format                        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| F05 | Use communication technology, such as TDD/relay                                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| F06 | Provide staff development on effective teaching strategies for hearing impairment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| F07 | Provide training for parents  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| F99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |

**Barrier: Learning Disabilities**

| #   | Strategies for Learning Disabilities  | Students                 | Teachers                            | Others                              |
|-----|---|--------------------------|-------------------------------------|-------------------------------------|
| G01 | Provide early identification and intervention   | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| G02 | Expand tutorial/mentor programs   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| G03 | Provide staff development in identification practices and effective teaching strategies | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| G04 | Provide training for parents in early identification and intervention                   | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| G99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |

**Barrier: Other Physical Disabilities or Constraints**

| #   | Strategies for Other Physical Disabilities or Constraints  | Students                 | Teachers                 | Others                              |
|-----|--|--------------------------|--------------------------|-------------------------------------|
| H01 | Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| H02 | Provide staff development on effective teaching strategies   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| H03 | Provide training for parents   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| H99 | Other (specify)  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |

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**Schedule #18-- Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 75-2819581

Amendment number (for amendments only):

**Barrier: Inaccessible Physical Structures**

| #   | Strategies for Inaccessible Physical Structures   | Students                 | Teachers                 | Others                              |
|-----|---|--------------------------|--------------------------|-------------------------------------|
| J01 | Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| J02 | Ensure all physical structures are accessible   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| J99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |

**Barrier: Absenteeism/Tuancy**

| #   | Strategies for Absenteeism/Tuancy  | Students                            | Teachers                            | Others                              |
|-----|--|-------------------------------------|-------------------------------------|-------------------------------------|
| K01 | Provide early identification/intervention  | <input checked="" type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| K02 | Develop and implement a truancy intervention plan  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| K03 | Conduct home visits by staff   | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| K04 | Recruit volunteers to assist in promoting school attendance                                | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| K05 | Provide mentor program   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| K06 | Provide before/after school recreational or educational activities                         | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| K07 | Conduct parent/teacher conferences   | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| K08 | Strengthen school/parent compacts  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| K09 | Develop/maintain community collaborations  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| K10 | Coordinate with health and social services agencies  | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| K11 | Coordinate with the juvenile justice system  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| K12 | Seek collaboration/assistance from business, industry, or institutions of higher education | <input type="checkbox"/>            | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| K99 | Other (specify)  | <input type="checkbox"/>            | <input type="checkbox"/>            | <input type="checkbox"/>            |

**Barrier: High Mobility Rates**

| #   | Strategies for High Mobility Rates                              | Students                 | Teachers                            | Others                              |
|-----|---|--------------------------|-------------------------------------|-------------------------------------|
| L01 | Coordinate with social services agencies                        | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| L02 | Establish collaborations with parents of highly mobile families | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| L03 | Establish/maintain timely record transfer system                | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| L99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |

**Barrier: Lack of Support from Parents**

| #   | Strategies for Lack of Support from Parents                   | Students                 | Teachers                            | Others                              |
|-----|---|--------------------------|-------------------------------------|-------------------------------------|
| M01 | Develop and implement a plan to increase support from parents | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| M02 | Conduct home visits by staff                                  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |

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Amendment number (for amendments only):

**Barrier: Lack of Support from Parents (cont.)**

| #   | Strategies for Lack of Support from Parents   | Students                 | Teachers                            | Others                              |
|-----|---|--------------------------|-------------------------------------|-------------------------------------|
| M03 | Recruit volunteers to actively participate in school activities   | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| M04 | Conduct parent/teacher conferences  | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| M05 | Establish school/parent compacts  | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| M06 | Provide parenting training  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| M07 | Provide a parent/family center  | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| M08 | Provide program materials/information in home language  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| M09 | Involve parents from a variety of backgrounds in school decision making   | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| M10 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| M11 | Provide child care for parents participating in school activities   | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| M12 | Acknowledge and include family members' diverse skills, talents, and knowledge in school activities   | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| M13 | Provide adult education, including GED and/or ESL classes, or family literacy program   | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| M14 | Conduct an outreach program for traditionally "hard to reach" parents   | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| M15 | Facilitate school health advisory councils four times a year  | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |
| M99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |

**Barrier: Shortage of Qualified Personnel**

| #   | Strategies for Shortage of Qualified Personnel  | Students                 | Teachers                 | Others                              |
|-----|---|--------------------------|--------------------------|-------------------------------------|
| N01 | Develop and implement a plan to recruit and retain qualified personnel                      | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| N02 | Recruit and retain personnel from a variety of racial, ethnic, and language minority groups | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| N03 | Provide mentor program for new personnel  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| N04 | Provide intern program for new personnel  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| N05 | Provide an induction program for new personnel  | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| N06 | Provide professional development in a variety of formats for personnel                      | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| N07 | Collaborate with colleges/universities with teacher preparation programs                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| N99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |

**Barrier: Lack of Knowledge Regarding Program Benefits**

| #   | Strategies for Lack of Knowledge Regarding Program Benefits                                     | Students                 | Teachers                            | Others                   |
|-----|---|--------------------------|-------------------------------------|--------------------------|
| P01 | Develop and implement a plan to inform program beneficiaries of program activities and benefits | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| P02 | Publish newsletter/brochures to inform program beneficiaries of activities and benefits         | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |

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**Schedule #18--Equitable Access and Participation (cont.)**

County-District Number or Vendor ID: 75-2819581

Amendment number (for amendments only):

**Barrier: Lack of Knowledge Regarding Program Benefits (cont.)**

| #   | Strategies for Lack of Knowledge Regarding Program Benefits   | Students                 | Teachers                            | Others                   |
|-----|---|--------------------------|-------------------------------------|--------------------------|
| P03 | Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| P99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/> |

**Barrier: Lack of Transportation to Program Activities**

| #   | Strategies for Lack of Transportation   | Students                 | Teachers                            | Others                              |
|-----|---|--------------------------|-------------------------------------|-------------------------------------|
| Q01 | Provide transportation for parents and other program beneficiaries to activities  | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Q02 | Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school | <input type="checkbox"/> | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| Q03 | Conduct program activities in community centers and other neighborhood locations  | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Q99 | Other (specify)   | <input type="checkbox"/> | <input type="checkbox"/>            | <input type="checkbox"/>            |

**Barrier: Other Barriers**

| #   | Strategies for Other Barriers | Students                 | Teachers                 | Others                   |
|-----|-------------------------------|--------------------------|--------------------------|--------------------------|
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |
| Z99 | Other barrier                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
|     | Other strategy                |                          |                          |                          |

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| Schedule #19—Private Nonprofit School Participation   |  |  |
|---|--|--|
| County-District Number or Vendor ID: 75-2819581   |  | Amendment number (for amendments only):                                  |
| <b>Part 1: Private Nonprofit School Contacts.</b> This part is required regardless of whether any private nonprofit schools are participating in the program. For <b>statewide</b> teacher training programs or <b>statewide</b> student instructional programs, refer to the list of private nonprofit school association contacts posted on the <u>Applying for a Grant</u> page. |  |  |
| <b>Total Nonprofit Schools within Boundary</b>  |  |  |
| Enter total number of private nonprofit schools within applicant's boundary (enter "0" if none): 4  |  |  |
| <b>Initial Phase Contact Methods</b>  |  |  |
| Required if any nonprofit schools are within boundary: Check the appropriate box below to indicate initial phase contact method.  |  |  |
| <input type="checkbox"/> Certified letter   | <input type="checkbox"/> Documented phone calls                          | <input type="checkbox"/> Meetings  |
| <input type="checkbox"/> Fax  | <input checked="" type="checkbox"/> Email                                | <input type="checkbox"/> Other method (specify):                         |
| <b>Total Eligible Nonprofit Students within Boundary</b>  |  |  |
| Enter total number of eligible private nonprofit students within applicant's boundary (enter "0" if none): 0  |  |  |
| Check box only if there is no data available to determine the number of eligible students: <input checked="" type="checkbox"/>  |  |  |
| <b>Total Nonprofit Participants</b>   |  |  |
| Total nonprofit schools participating: 0  | Total nonprofit students participating: 0                                | Total nonprofit teachers participating: 0                                |
| No nonprofit schools participating: <input checked="" type="checkbox"/>   | No nonprofit students participating: <input checked="" type="checkbox"/> | No nonprofit teachers participating: <input checked="" type="checkbox"/> |
| <b>Part 2: Consultation and Services.</b> Remainder of schedule, Parts 2, 3, and 4, are required <i>only</i> if private nonprofit schools are participating.  |  |  |
| <b>Participant Consultation: Development and Design Phase Consultation Methods</b>  |  |  |
| Check the appropriate boxes to indicate development and design phase contact methods.   |  |  |
| <input type="checkbox"/> Certified letter   | <input type="checkbox"/> Documented phone calls                          | <input type="checkbox"/> Meetings  |
| <input type="checkbox"/> Fax  | <input checked="" type="checkbox"/> Email                                | <input type="checkbox"/> Other (specify):                                |
| <b>Requirements Considered Per No Child Left Behind Act of 2001 (P.L. 107-110), Section 9501 (c)</b>  |  |  |
| <input type="checkbox"/> How children's needs will be identified  |  |  |
| <input type="checkbox"/> What services will be offered  |  |  |
| <input type="checkbox"/> How, where, and by whom the services will be provided  |  |  |
| <input type="checkbox"/> How the services will be academically assessed, and how the results of that assessment will be used to improve those services  |  |  |
| <input type="checkbox"/> The size and scope of the equitable services to be provided to the eligible private nonprofit school children, and the proportion of funds that is allocated under subsection (a)(4) for such services   |  |  |
| <input type="checkbox"/> The methods or sources of data that are used under subsection (c) and section 1113(c)(1) to determine the number of children from low-income families in participating school attendance areas who attend private nonprofit schools  |  |  |
| <input type="checkbox"/> How and when the organization will make decisions about the delivery of services to such children, including a thorough consideration and analysis of the views of the private nonprofit school officials on the provision of services through a contract with potential third-party providers   |  |  |
| <input type="checkbox"/> How, if the organization disagrees with the views of the private nonprofit school officials on the provision of services through a contract, the organization will provide in writing to these officials an analysis of the reasons why the organization has chosen not to use a contractor  |  |  |
| <input type="checkbox"/> Other (specify):   |  |  |

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**Schedule #19—Private Nonprofit School Participation (cont.)**

County-District Number or Vendor ID: 75-2819581

Amendment number (for amendments only):

**Part 3: Services and Benefits Delivery****Designated Places/Sites**☐ Public school☐ Private nonprofit school☐ Neutral site☐ Other (specify):**Designated Times**☐ Regular school day☐ Before school day☐ After school day☐ Summer vacation☐ Other (specify):**Part 4: Selection Criteria/Activity Timeline**

| # | Private Nonprofit School Name/<br>Number of Students and Teachers | Selection Criteria                | Major Activities                | Activity Begin/<br>End Date |
|---|---|-----------------------------------|---------------------------------|-----------------------------|
| 1 | School name:  | Activity #1 selection<br>criteria | Activity #1 major<br>activities | Activity #1 begin date      |
|   | # of students:    # of teachers:                                  |                                   |                                 | Activity #1 end date        |
| 2 | School name:  | Activity #2 selection<br>criteria | Activity #2 major<br>activities | Activity #2 begin date      |
|   | # of students:    # of teachers:                                  |                                   |                                 | Activity #2 end date        |
| 3 | School name:  | Activity #3 selection<br>criteria | Activity #3 major<br>activities | Activity #3 begin date      |
|   | # of students:    # of teachers:                                  |                                   |                                 | Activity #3 end date        |
| 4 | School name:  | Activity #4 selection<br>criteria | Activity #4 major<br>activities | Activity #4 begin date      |
|   | # of students:    # of teachers:                                  |                                   |                                 | Activity #4 end date        |
| 5 | School name:  | Activity #5 selection<br>criteria | Activity #5 major<br>activities | Activity #5 begin date      |
|   | # of students:    # of teachers:                                  |                                   |                                 | Activity #5 end date        |

**Part 5: Differences in Program Benefits Provided to Public and Private Schools**

Select the one appropriate box below.

☐ There are no differences between the program benefits provided to the public school students and the private school students.☐ There are differences in program benefits to be provided to the public school students and the private school students. (Describe the differences and the reasons for the differences in the space provide below.)

| Description of Difference in Benefits |  | Reason for the Difference in Benefits |  |
|---------------------------------------|--|---------------------------------------|--|
| 1                                     |  | 1                                     |  |
| 2                                     |  | 2                                     |  |
| 3                                     |  | 3                                     |  |
| 4                                     |  | 4                                     |  |
| 5                                     |  | 5                                     |  |

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